

Business Education *Forum*

FEBRUARY, 1954
VOL. VIII, NO. 5



In This Issue

• GENERAL CLERICAL

• SERVICES • NEWS

• BRENDAL • MAYBURY

• RAUCH • STROOP

• ADAMS • GARAMONI

• WEST • THISTLETHWAITE

• GRANT • MANTZ

• GUTHRIE • WEBB

Cart before the horse?



First things first! Start students on the typewriter that's easier to learn—the electric typewriter. You'll discover they learn quicker...increase final WPM averages as much as 50%! Here's how the electric speeds up and simplifies both teaching and learning...

Leading educators report that teaching beginners first on the manual and then on the electric is like putting the cart before the horse. "Start them on the electric," they say. "It's easier by far to teach. Even if business did not require electric typists, the electric machine would be the most logical and economical teaching tool for the classroom." Here's why it's true: *When you electrify you simplify.*

Four problems eliminated

Electrification of the beginning classroom speeds up teaching and learning in four ways. (1) Beginning students type faster and sooner because difficult, time-consuming learning of "touch" is eliminated. (2) Carriage return drills are eliminated; electrified "CR" key operates like another keystroke, keeps fingers in typing position. Students do not take eyes from copy and relocate hands at end of every line. Typing continuity is

not interrupted, each classroom hour is more productive. (3) Electrified shift key simplifies teaching of capitalization. Carriage automatically goes down "all the way"—eliminating the problem of "floating capitals." (4) Training end fingers to use sufficient force is eliminated. Awkward reaches for end-finger and numeral keys are easier because electricity assures even impression from any reach.

With these difficult learning problems eliminated, beginning students learn key locations easier and faster—drive for speed almost immediately.

Other electric typewriter dividends

One of the principal reasons electric typewriters improve results, teachers state, is that students begin actual typing sooner. Many dull drills are eliminated and students are inspired to strive for better quality classroom work.

And for teachers, too, electrification

means simplification. Using present teaching methods, time is gained for instruction on practical business typewriter applications. No special or new techniques are needed and no special teachers' courses are required.

Easy electric-to-manual conversion

Acceptance of the electric typewriter for teaching typing puts "conversion" in its proper place. Elemental instruction is given on the easiest-to-learn machine. Touch, carriage return and other phases of manual typewriter operation which impede typing progress for beginners are readily practiced by trained students as a "finishing" class. These postponed learning steps are then comparatively easy.

Low-cost BEA Plan now available

To help your school install a complete BEA electric classroom now, we are expanding our Business Education Advancement program.

By taking advantage of this low-cost plan your school can have rugged, full-featured Remington Electric Typewriters for as little extra as three cents per machine, per day. And you can pay-as-you-teach.

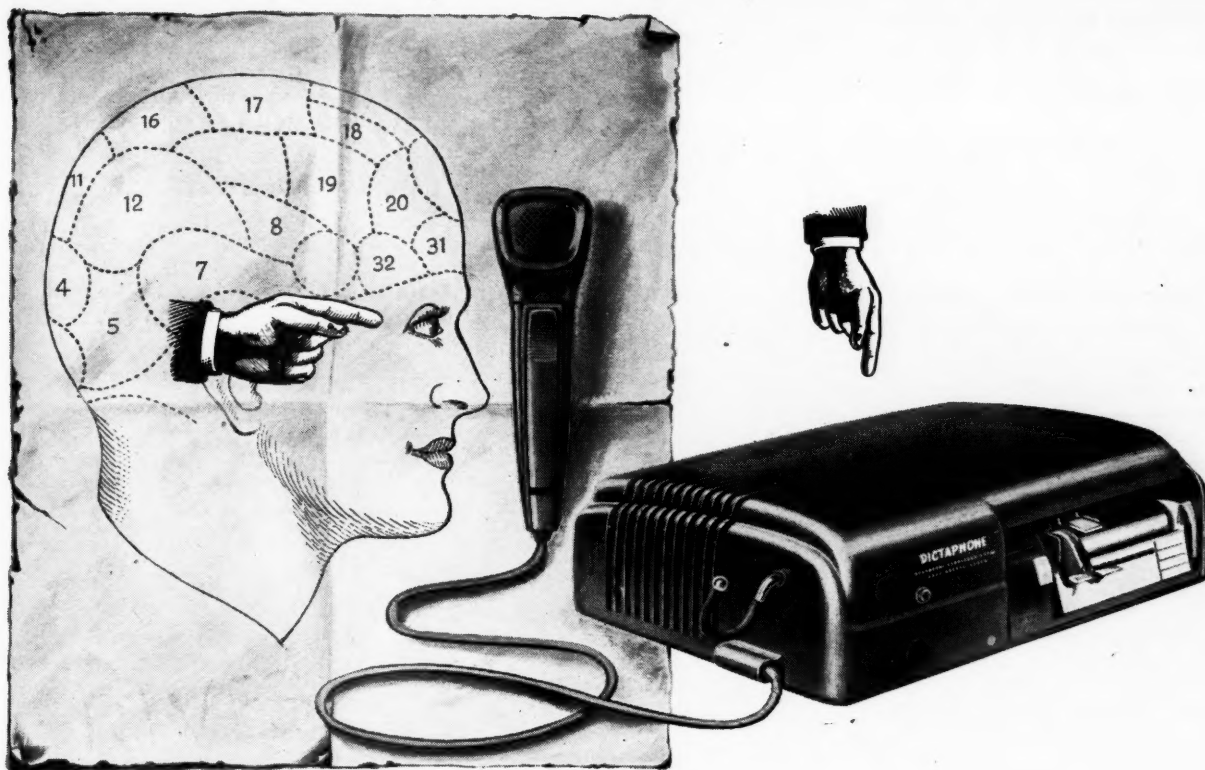
Get the full facts about this money-saving BEA plan, plus complimentary copies of the 16-page *BEA Guide to Simplify Electric Typing* (RE8612). Write: Manager Typewriter Education Services, Remington Rand, Room 1794, 315 Fourth Ave., New York 10, New York.

BEA—ANOTHER PROFESSIONAL
AID FOR EDUCATORS BY

Remington Rand



Twenty-seven Electric Typewriters in BEA classroom at Newark (N.J.) East-Side High School

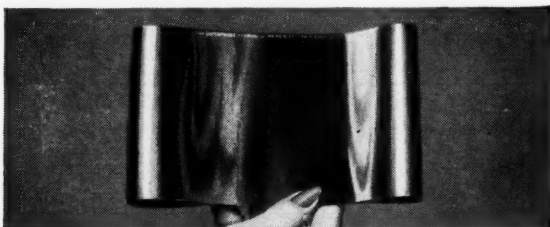


OPEN YOUR MIND TO THIS MODERN MIRACLE OF DICTATION...TIME-MASTER!

Forget whatever you thought of dictating machines in the past.

Open your mind to today's invention, fathered by electronics, mothered by plastics, planned for *now* . . . and tomorrow.

No bulk, no speaking tube, no cylinders, no discs . . . *nothing* old-fashioned about TIME-MASTER. Its tiny microphone gives you instant, conclusive control of your work.



Red plastic Dictabelts, exclusive with TIME-MASTER, make possible the simplest, clearest dictation which secretaries transcribe today!

Start . . . stop . . . record . . . play back . . . at the touch of your thumb.

Here at last is the all-purpose dictating machine, unrivaled for office, home, and travel use. No taller than a king-sized cigarette, it covers just the area of a letterhead. TIME-MASTER's heart lies in Dictaphone's exclusive one-time recording medium, the red plastic *Dictabelt*. Mailable, fileable, *Dictabelt* is so inexpensive it's used once, transcribed, and thrown away.

On *Dictabelts* your voice comes over crisp . . . never muffled . . . syllable-clear . . . never blurred.

Today, trained secretaries should be proficient in machine transcription. Are your students getting this training? . . . Mail the coupon for details of the Dictaphone SCHOOL RENTAL-AT-COST PLAN and the course in TIME-MASTER transcription.



Send in the coupon now!



DICTAPHONE CORPORATION, Dept. BF 24
420 Lexington Ave., N. Y. 17, N. Y.

I would like to have more information about the Dictaphone SCHOOL RENTAL-AT-COST PLAN and the Business Practice Course.

Your Name _____

School _____

Street Address _____

City & Zone _____ State _____

DICTAPHONE

**THE GREATEST NAME IN DICTATION
TIME-MASTER—The Modern Way to Dictate**

"Dictaphone" is a registered trade-mark of Dictaphone Corporation

BUSINESS EDUCATION FORUM

MARY E. CONNELLY Issue Editor
HOLLIS GUY Executive Editor
KATHARINE CHRISTIE Art Editor

SERVICE EDITORS

JOHN L. ROWE ERWIN M. KEITHLEY
LEWIS R. TOLL GLADYS BAHR
HARRY HUFFMAN WILLIAM R. BLACKLER
DOROTHY H. VEON MARY E. CONNELLY

ASSOCIATE SERVICE EDITORS

DOROTHY TRAVIS HOWARD NORTON
MARY BELL MINA M. JOHNSON
FRED C. ARCHER REGIS A. HORACE
WILLIAM SELDEN J. A. BEAUMONT

EXECUTIVE BOARD

UNITED BUSINESS EDUCATION ASSOCIATION

President LLOYD V. DOUGLAS
Iowa State Teachers College, Cedar Falls
Vice President THEODORE WOODWARD
George Peabody College, Nashville, Tennessee
Vice Pres. (Western Region) EUGENE J. KOSY
Central Washington College of Education, Ellensburg
Vice Pres. (Mtn. Plains Region) EARL G. NICKS
University of Denver, Denver, Colorado
Vice Pres. (Southern Region) FRANK M. HERNDON
University of Mississippi, University, Mississippi
Executive Secretary HOLLIS P. GUY
1201 Sixteenth Street, N. W., Washington, D. C.
Treasurer DOROTHY L. TRAVIS
Central H. S. and Univ. of N. D., Grand Forks
Past-President PAUL S. LOMAX
New York University, New York City

EASTERN REGION

MILTON C. OLSON, New York State College for Teachers, Albany
ESTELLE S. PHILLIPS, District of Columbia Public Schools, Washington, D. C.
LESTER I. SLUDER, Boston University, Boston, Massachusetts
I. KERR MILLER, High School, Williamsport, Pennsylvania

SOUTHERN REGION

J. FRANK DAME, Florida State University, Tallahassee
GLADYS PECK, State Department of Education, Baton Rouge, Louisiana
ELISE ETHEREDGE ALTMAN, Batesburg-Leeville High School, Batesburg, South Carolina

CENTRAL REGION

LLOYD V. DOUGLAS, Iowa State Teachers College, Cedar Falls, Iowa
RAY L. RUPPLE, Waukesha High School, Waukesha, Wisconsin
ROBERT T. STICKLER, Proviso Township High School, Maywood, Illinois

MOUNTAIN-PLAINS REGION

E. C. MCGILL, Kansas State Teachers College, Emporia
EARL G. NICKS, University of Denver, Denver, Colorado
DOROTHY TRAVIS, Central High School and University of North Dakota, Grand Forks, North Dakota

WESTERN REGION

THEODORE YERIAN, Oregon State College, Corvallis, Oregon
PHILLIP B. ASHWORTH, San Diego Public Schools, San Diego, California
MARSDON A. SHERMAN, Chico State College, Chico, California

The Executive Board also includes the presidents and vice presidents of the Research Foundation of UBEA and the Administrators Division of UBEA; the presidents and past-presidents of the National Association of Business Teacher-Training Institutions and the United States Chapter of the International Society for Business Education.

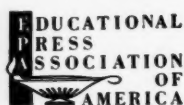
February
1954



Volume 8
No. 5

CONTENTS

The Expanding Clerical Practice Program— <i>Mary E. Connelly</i> ...	6
THE FORUM:	
Where + Who + What = How in Office Practice— <i>LeRoy Brendel</i>	9
There Is a Potential in "Job-School Data"— <i>Sally Berry Maybury</i>	13
Advanced Planning for Better Teaching in Office Practice— <i>Juanita M. Rauch</i>	15
Developing Correct Work Habits in Clerical Training— <i>Christine Stroop</i>	17
UNITED SERVICES:	
Transcription From Stenograph (Stenotype) Notes: Some Significant Points and Comments— <i>Eve Adams and Dan Garamoni</i>	23
The Teaching Method—Does It Matter?— <i>Leonard Jordan West</i>	24
An Antidote for Absenteeism— <i>R. L. Thistlethwaite</i>	26
The Demonstration As an Aid in Teaching Business Machines— <i>Frank A. Grant</i>	27
What We Need to Know About Office and Clerical Practice—From Research— <i>Subcommittee of Joint Committee on Research</i>	28
A Pupil-Centered Business Law Class— <i>Dale E. Mantz</i>	30
The Development of Desirable Personal Traits for Success in Office Jobs— <i>Mearl R. Guthrie</i>	31
UBEA IN ACTION:	33
AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS:	35
THE FUTURE BUSINESS LEADER:	
The Preparation of Sponsors for FBLA Chapters and Other Activities in Business Education— <i>Mary D. Webb</i>	37



The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

Contents of BUSINESS EDUCATION (UBEA) FORUM are listed in Business Education Index and Education Index. Articles published in BUSINESS EDUCATION (UBEA) FORUM are the expressions of the writers and are not a statement of the policy of the Association, unless established by a resolution.

Business Education (UBEA) Forum is published monthly except June, July, August, and September by the United Business Education Association, a Department of the National Education Association of the United States, (also publishers of *The National Business Education Quarterly*.) Executive, editorial, and advertising headquarters, 1201 Sixteenth Street, N. W., Washington 6, D. C. Membership in the Association is \$3 a year, \$2.50 of which is for a year's subscription to the Forum. Five dollars a year to non-members. Single copy 70 cents. Checks should be drawn payable to United Business Education Association and mailed to the Executive Secretary, Hollis P. Guy, 1201 Sixteenth Street N.W., Washington 6, D. C. Four weeks' notice is required for a change of address. In ordering a change, please give both new and old address as printed on wrapper. Entered as second-class matter March 27, 1947, at the post office at Washington, D. C., under the Act of March 3, 1879. Additional second-class entry at Baltimore, Maryland.

TO GET "A+" TYPING SKILLS

Wisconsin H. S. Uses 30 IBM's!



After careful study, Kenosha's Mary D. Bradford High School chose IBM Electrics to equip an entire classroom.

In the first-year typing classes, 12 of the 13 students writing 60 words a minute or more were using IBM's. And in the advanced typing classes the median jumped to an A+ rating.

Students typed with fewer errors, showed greater enthusiasm for their work and were eager to spend more time typing.

Wouldn't IBM's be good for your school, too?



Electric Typewriters

INTERNATIONAL BUSINESS MACHINES



"The Teaching Typewriter"

IBM Dept. UF-1
590 Madison Ave., New York 22, N. Y.

- ☐ Please send booklet, "Electric Typewriters in Education" and latest classroom results.
- ☐ We'd like to see your free, color sound movie, "Electric Typing Time" on _____ (date)

Name _____

School _____

Address _____

City _____ State _____

In This Issue



MARY ELIZABETH CONNELLY
General Clerical Editor



REGIS HORACE
General Clerical Associate Editor

► **THE EXPANDING CLERICAL PRACTICE PROGRAM.** Do you have a clearly defined clerical practice program in your school? Have you made a recent follow-up study of your high school graduates? If you have, you will find that most of the recent graduates who are working in business are classified as clerical workers or machine operators. The growth of clerical workers has been tremendous. Establishing a program for clerical practice or office practice needs careful planning. If the education of the boy and girl is a preparation for continued learning through life, then the curriculum should be fitted to the student's interest and be highly personal. The trained clerical worker or machine operator must be versatile and adaptable in the office. Knowing the fundamentals of one adding machine will not necessarily make an efficient clerical worker. He needs to have a working knowledge of the various types of machines found in the vicinity or locality served by the high school. In addition to knowing how to operate machines, the clerical worker should know how to spell, have a general knowledge of business organization, have some idea of how work progresses from one work station to another, be able to typewrite, have a legible handwriting, be able to speak clearly and understandably, have the maturity and common sense to conduct himself in a businesslike manner, and know something about human relations in the office. This is a large order. It is not always possible to attain these objectives successfully in a one-year course. Many schools have expanded the curriculum offering in clerical practice to a two-year, or a four-semester sequence. Fundamentally, this is a sound procedure. Evaluate your own clerical practice or office practice offerings. Do they measure up to business and educational requirements? Is your program of activities as clearly defined as it could be? Are your students gaining a sense of power; are they realistic about their future place in the world of commerce; do they realize their own importance and responsibility to business; have they an understanding of the flow of activity that makes for progress? All this, plus the method of developing employable personalities, is shared with you by the contributors in this issue.—*M. E. C.*

► Between 1940 and 1950, clerical workers increased 55 per cent in total numbers (from 4,300,000 to 6,780,000). The editors in this issue point up the expanding role of the clerical practice program and urge you to evaluate the program in your school.

► The contributors in this issue are concerned with materials and methods which should prove helpful to the new teacher and also remind the experienced teacher of additional ways in which the class work may be made more interesting.

► Within a few weeks the regular and professional members of UBEA will receive ballots for checking the nominee of their choice as the 1954-57 regional representative on the National Council for Business Education. The committees responsible for selecting the nominees are listed in this issue.

► Portland, Oregon, is set to welcome WBEA for the annual convention on

March 18-20. The center pages in this issue highlight the plans for the fourth annual meeting. There you can get the low-down on the program, the entertainment, and the men and women who make it "tick."

► In this issue there is a "Reference Shelf" for the future sponsor of FBIA Chapters. The accompanying article describes the responsibility of the business educator in preparing the in-training business teacher for this extra-class activity.

► The wrapper on this issue serves a dual purpose—it protects the FORUM while in transit, and it provides an easy means of securing information from the advertisers. Please remove the wrapper at once, then Clip 'n Mail the coupons. You will be glad you did because the coupons on this wrapper will bring you a wealth of teaching aids and other information.—*H.P.G.*



Three sound reasons why Royal is the leader in schools

THE INSTRUCTOR wants a typewriter that is easy to teach on. She wants a machine that is easy for the student to learn on.

Royal is built with the instructor and typist in mind.

There you have reason number one.

Typewriters must be durable for school use. Royal has never compromised with quality. It is the finest, most rugged precision writing machine ever built. It takes less time out for repairs and causes less interruptions in student typing schedules. Maintenance costs are gratifyingly lower.

There you have reason number two.

And service is the **third reason**. Royal has more than 900 service centers. Royal offers free instructional

demonstrations and provides students with a wealth of typing and teaching-aid materials. Royal provides highly skilled typewriter maintenance.

It naturally follows that Royal is the number one typewriter in schools and has been for years and years.

Remember: In business Royals are preferred 2½ to 1 by those who type. Surely, you'll want your school to use the business world's favorite typewriter.

ROYAL®

STANDARD • ELECTRIC • PORTABLE
Roytype Typewriter Supplies

Royal Typewriter Co., Inc.
School Dept., New York, N. Y.

Please have a School Representative arrange for a demonstration of the new Royal Typewriter without obligation.

Name _____

School _____

City _____ State _____

A flexible full-year program has been developed from a million-copy classic!

Business English **and** **Letter Writing**

Hagar Stewart Hutchinson

One million copies of the previous editions of *The English of Business* have helped students to a functional command of spoken and written English. In its new edition entitled *Business English and Letter Writing*, the program has been modernized and broadened in teaching philosophy. More-than-ample material has been included for a rewarding and lively full-year course.

A 100 per cent vocational program . . .

Business English and Letter Writing enables you to teach English in the most effective manner . . . as a *skill subject*. The text sets a pattern of clear explanation, concise illustration, and then drill and more *drill*! A unique *look-see-think* formula is used to stimulate enthusiasm and offer real vocational challenge. Many learning devices, such as *Grammar Refreshers* and *Look and Learn Words* give a fresh approach to the teaching task.

Part VI . . . Business Letter Writing . . . a forceful treatment of "business-getting" writing techniques . . .

This completely new section is designed for use in the second semester, after thorough restudy of the fundamentals. It gives a complete analysis of the *history* and *purpose* of every type of business letter. Then, it shows how a skillful writing style can help to build good will, increase profits, and reflect the best in modern business practice.

The text is organized in six Parts and subdivided into 64 Lessons. All material is integrated by means of assignments and projects presented both at the point of new learning and at the end of each lesson.

Two special-purpose texts for the one-semester course adapted from *Business English and Letter Writing* . . .

Business English, Third Edition and Business Letter Writing
Also . . .

Workbook for Business English, Third Edition

Write your nearest Gregg office

GREGG PUBLISHING DIVISION

McGraw-Hill Book Company, Inc.

New York 36.....330 W. 42nd St.	Dallas 2.....501 Elm St.
Chicago 6.....111 N. Canal St.	Toronto 4.....253 Spadina Rd.
San Francisco 4.....68 Post St.	London E. C. 4.....95 Farringdon St.

Leading the trend toward general clerical courses

General Clerical Procedures

Second Edition

by Kirk, Mumford & Quay

In today's manpower market, an increasing number of high school graduates are starting their business careers in clerical positions.

Result? Schools from California to New York are initiating new general clerical courses every day . . . are using texts like *GENERAL CLERICAL PROCEDURES*, 2nd to train their students for these positions.

Have you seen this leader in the field? If not, write for an examination copy today. Its *Course of Study* (free to teachers upon adoption) shows you how to set up a general clerical course on a one or two-semester basis.

330 pages

6" x 9"

For approval copies, write:

**PRENTICE-HALL, INC., 70 FIFTH AVENUE
NEW YORK 11, N. Y.**

-YOU CAN QUALIFY-

**. . . to TEACH business
. . . to pursue a CAREER
in BUSINESS . . .**

**by studying Business Education
at the University of Denver!**

The four-year Business Education curriculum, leading to the Bachelor of Science degree in Business Administration, will prepare you for a high school teaching or business career. When you have earned your degree you will be qualified to teach

**Secretarial Subjects and Management
Marketing Retailing**

**Finance
or other Business Fields**

You can also elect to work in the fields of your specialization.

For catalog and information, write

EARL G. NICKS, Chairman

Department of Business Management

UNIVERSITY of DENVER
DENVER 2, COLORADO

THE Forum

Where + Who + What = How In Office Practice

Office machines should be taught in an atmosphere, an atmosphere similar to that of an efficiently managed modern office.

By LEROY BRENDDEL
Beverly High School
Beverly, Massachusetts

TO DISCUSS adequately "How To Teach Office Machines," the subject must be broadened to include: "Where Should Office Machines Be Taught? Who Should Teach Office Machines? What Should Be Taught?"

These "3 W's"—"Where," "Who," and "What"—influence the success of the "How" to such an extent that to exclude them from any discussion on the teaching of office machines would make much of that discussion pointless.

Where To Teach Office Machines

Logically, office machines should be taught in a room set aside specifically for that purpose. However, in addition, and most important, office machines should be taught in an atmosphere—an atmosphere similar to that of an efficiently managed office.

This office environment—this atmosphere—may be created in a number of ways.

1. Problems, supplies, procedures, and equipment should be so well organized and established that things roll along in an efficient manner.

Each pupil should know where supplies are kept, where papers are filed, and where equipment is located. He should feel free to use the supplies, papers, and equipment as needed; but, at the same time, he must be expected to be economical in their use and to return supplies and equipment to their proper place when through using them. He must be a good office "housekeeper" as well as a machine operator if he expects to work with other people.

2. There should be a job waiting for every pupil from the minute he enters the room until the dismissal bell rings. These "fill-in" jobs may be collating, stapling, sorting, filing, typing stencils, and the like. While not all these jobs require office machines, they are a part of the work associated with office machines and should be taught in the office machines course.

3. There should be a sense of freedom in the room. Pupils should be free to conduct themselves as they would in an office. If every minute is filled with constructive work, social conversations and "fooling around" will be at a minimum. Every pupil will realize that each

minute wasted in the classroom will have to be made up after school on his own time if he is to keep up to date.

Stilted classroom practices should be abolished. Hand-raising should be discarded; a pupil should go to the teacher for help or to another pupil (when the teacher is busy) instead of raising his hand for help. Hand-raising is not practiced in an office.

The teacher should not be a classroom prowler—a Sherlock Holmes—stalking his prey. In general, about the only time he should be out of the area of his desk is when help is needed elsewhere. It is while passing to and from a pupil that a word of encouragement or suggestion can be made here and there.

4. Class problems should be realistic. The work to be done must be done in a professional-business sort of way with business papers. Preferably, there should be a basic textbook for each machine, but that textbook should be supplemented by:

a. Actual business papers from offices within the community. If this is not possible, exercises should be made up with business papers from discarded bookkeeping practice sets. The checks, invoices, schedules, credit memoranda, etc., add realism to the problem material and facsimiles in the textbook and give pupils the feeling of actually learning with real papers.

b. Bookkeeping problems brought in by bookkeeping pupils to solve on the office machines. Machine lessons should be flexible enough to permit bookkeeping pupils to do this kind of work as well as the school-service work done by the pupils—cafeteria books, club reports, programs, and others.

5. Mutual respect for the rights and privacy of the teacher and pupils. Pupils should understand that the teacher's desk is his "workbench" and that anything in it or on it is of a private, personal nature and should be treated as such. The teacher's desk should not be cluttered with supplies and materials which pupils need in their work; instead, it should have on it only that with which the teacher is working at the moment. It should set a good example of a desk well organized for work.

Pupils when talking with the teacher at the teacher's desk should realize that the proper place to carry on such

"Instruction in duplicating machines should not be overlooked or belittled."

conversations is in front of or on the side of the desk, not over the teacher's shoulders. This is good office etiquette.

By the same token, the teacher should respect the rights and privacy of the pupils. Being a teacher does not give him the right to help himself to the supplies of the pupil or to pry through the pupils' textbooks without the usual courtesy of first asking.

Who Should Teach Office Machines?

Naturally, the teacher employed for this purpose should be responsible for proper instruction in office machines. However, that employment contract should not imply that teaching must be restricted to the teacher only, for to do so would deprive the pupils of one of the best teaching-learning devices—that device being the pupil himself.

One of the reasons for having freedom of movement in the classroom is to permit pupils to go to each other for help, especially when the teacher is busy, as they would in an office.

This plan of teaching does not take from the teacher the responsibility of seeing that pupils are *well* taught. It is not intended to "pass the buck" from teacher to pupil, but following the plan of having pupils as assistant teachers serves several good purposes:

1. It saves time. If the teacher is busy when a pupil needs help, the pupil need not wait several minutes until the teacher is free. This situation is especially true where several machines are taught in the same time.
2. It develops a working-together attitude—the idea of team-work, cooperative effort. It develops the feeling that people working in an office work for each other, not for one's self.
3. A pupil is frequently better able to explain a problem to another pupil on that pupil's level, having recently just experienced the problem himself. This is by no means intended as a reflection on any teacher, for even the best of teachers cannot always reach the level of every pupil at the particular time the pupil needs help.
4. One of the best ways to learn is to teach someone else. All teachers have experienced this maxim. Each time a pupil teaches another, his learning is more firmly fixed in mind.

What Should Be Taught?

"What Should Be Taught" includes the types of machines that should be taught as well as what should be taught on the machines.

Since surveys show that the frequency of use of the adding machine is second only to that of the typewriter, it is clear that every pupil must become familiar with the operation of the adding machines.

However, the backbone of all machine work is instruction in the operation of the calculating machines, such instruction preferably given on the manual type of calculating machine with the electric calculator used only to "finish off" the instruction.

There are several reasons for *choosing* the manual machine over the electric for *instructional purposes*. Three of these reasons are given here.

1. The cost to the school to secure electrically operated calculators is beyond the average school budget.
2. The electric calculators complete the problem so rapidly that the learner does not have the opportunity to see how the machine arrived at the answer.
3. Transferring from the manual to the electric calculator, if the pupil has learned on the manual, is far easier than if the pupil had learned on the electric and transfers to the manual.

While instruction on the adding machines and calculators should comprise the greater part of the time devoted to office machines, instruction in duplicating machines should not be overlooked or belittled. In one important respect, instruction on duplicating machines differs from instruction on other machines. On adding and calculating machines, instruction is usually conducted on an introductory or acquaintanceship level, but since duplicating plays an important role in today's business, the instruction in duplicating should be conducted on a vocational, semi-expert level. Mastery should be fairly detailed.

Another group of machines frequently included in the office machines course, but which technically belongs elsewhere, is the transcribing machines. These machines, other than their mechanical operation, present identical teaching-learning problems to those in shorthand transcription; therefore, they should be included in the latter course. However, because of limited time and equipment, most schools find it more convenient to include this instruction with office machines.

With these four general types of machines—adding, calculating, duplicating, and transcribing—as the bases of an office machines course, what should be taught on each?

The Adding and Calculating Machines

Fifty to 90 per cent of figure work in an office is made up of addition; multiplication makes up 40 per cent; subtraction and division each make up 5 per cent.

Carrying these percentages to a natural conclusion, addition and multiplication in its various applications should make up most of the work done on the calculators. Since subtraction and division each make up only 5 per cent of the figure work, little emphasis should be placed on subtraction, with possibly even less on division. In fact, much of the instruction on division should be de-

"Employers are concerned with the volume of work an employee turns out in a day."

voted to the teaching of the use of reciprocals and reciprocal charts.

As for the adding machines, instruction and practice should be chiefly on addition and subtraction. Multiplication and division on the standard adding machine seem to be more involved than the pencil-and-paper method, and, therefore, should receive little or no consideration.

On both types of machines, adding and calculating, pupils should be taught to estimate their results before working the problems on the machine. They should be shown how to approximate their answers by rounding numbers to a suitable size and completing the computation easily so that the mind can sense the reasonableness of the machine answer. For example, if the problem reads " 6.85×5 ," the pupil should approximate the answer to be 30 to 35 and should check his machine computations if the machine answer strays far from this approximation.

To accomplish this judgment-checking, pupils should be encouraged to write down their approximations before solving the problems on the machine.

High accuracy requirements, of course, must be accompanied by speed requirements; but the setting of speed standards, however, is dependent upon the purpose of the machines course. If the purpose is to prepare pupils for full-time employment as machine operators, the National Office Management Association has set up minimum requirements which can be used with local requirements in determining course standards.

On the other hand, if the purpose of the machines course is acquaintanceship—that is, if the pupil is expected to use the machines in an office in conjunction with other skills—then speed requirements must be lower. Naturally, the employer expects *accuracy first* in such a situation, but at the same time, he expects an employee to operate an office machine at a rate greater than that generally attained by the paper-and-pencil method. Speed, therefore, regardless of the purpose of the course, cannot be disregarded.

Speed, however, on the machine does not necessarily insure speed in production, and *employers are very much concerned with the volume of work an employee turns out in a day*. To increase production, it is necessary to develop within the pupils a time-and-motion awareness. Pupils should be helped to determine the proper working area on their desks or tables in which to work. They should be helped in arranging their books, papers, and machine within that area so as to do their work with a minimum of time and effort. More specifically, they should be shown how to hold the pencil, "flip" papers, and record answers so that the flow of work will be smooth.

Testing on the calculating and adding machines should be of the open-book type. Pupils should feel free to refer

to their manuals at any time, a practice which is consistent with the situation in an office. The tests themselves should be frequent and for the most part no longer than ten minutes in duration.

Contrary to general teaching principles, remedial teaching on the calculating and adding machines should *precede* the test. This can be done in one of two ways:

1. By means of review sheets given before the test.
2. By excluding from the test any material covered in the three or four lessons just preceding the test.

The latter method is preferred since the pupil does not feel that he is being burdened with the extra work of a review sheet, especially if he does not feel the need for one. The latter method also permits the teacher to give tests on designated days without fear of dire results for the pupil who has been absent a day or two just prior to the test. At the same time, frustration on the part of the pupil who has been absent is lessened since he knows that he is being tested only on work on which he has had practice.

Further advantages which accrue from establishing test dates include:

1. Pupils become conscious of meeting deadlines.
2. Pupils feel the need to keep up to date with their work.
3. A pupil who has been absent for a day or two begins to realize that he is expected to pick up and carry on certain work in an office when he returns to the job.

How To Teach Office Machines?

With some understanding now of the "3 W's"—"Where," "Who," and "What"—in the teaching of office machines, what are some specific "How's"?

1. A pre-test in arithmetic, covering the various types of work to be done on the calculating machines, should be given to determine individual pupil weaknesses. Preceding the machine work in which a pupil has demonstrated a weakness in this test, the pupil should be encouraged to work several problems on paper before he attempts the machine computations. Understanding the pencil-and-paper steps often helps pupils to understand the machine steps.

2. The teacher should teach the adding and calculating machines by demonstration—the same principle of teaching as that used in teaching typewriting.

Unless instruction is on the battery plan, most demonstration, to be sure, will be on an individual or small group basis. When a pupil has difficulty understanding or following instructions, the teacher should sit down at the machine, have the pupil read the instructions to him, and demonstrate the techniques described. After solving two or three problems under such conditions, the situation should be reversed with the teacher doing the reading and the pupil doing the performing.

In following this practice, the teacher not only demonstrates the techniques involved, but at the same time teaches the pupil how instructions "instruct."

A more subtle way of demonstrating the machines in use, but one which contributes much toward building pupil confidence in the teacher, is for the teacher to use the machines in his own work—registers, club reports, records, and grades.

3. Charts should be used for as much of the machine work as possible. Manufacturers of office machines publish charts of various kinds—reciprocals, net discounts, decimal equivalents, etc.—which can be had for the asking. Pupils should become acquainted with these charts and encouraged to use them as much as possible.

4. With the exception of tests, pupils should check their own papers. Since the pupils are being taught to do paper work, they should be made responsible for it in their training. Checking their own work is in line with the lifelike situation in an office where they must frequently check their own results as well as check their results against those of other employees.

Checking addition on the adding machine, however, should not be against a "keyed" answer. Pupils should be made to check their tapes against the paper from which they took their figures. If the correct figures were put in the machine, the answer will be correct, providing the machine was cleared before the figures were put into the machine.

However, when the adding machine is used for both addition and subtraction as in the work of a financial statement, it is wise to have a "keyed" answer for the pupil to use when checking.

Pupils like this plan of self-checking for several reasons:

- a. They are proud of the confidence placed in them.
- b. They generally check results after working four or five problems of a new lesson. Under the teacher-checking method, all problems may be worked incorrectly and the pupil kept in ignorance thereof until the lesson is returned the next day or several days later.
- c. They feel they are not being checked on the work done during their learning stages. They know that the number of mistakes made while learning is not an influencing factor in the teacher's mind when determining a final mark. Such knowledge is the pupil's personal business.
- d. They feel they can use their own judgment as to how much work they need to do to complete a test satisfactorily, thus, to some extent, taking care of individual differences for the teacher. The superior pupil will not need to work all the suggested problems to master a particular technique, while the average and slower pupil will have to work more.

Teachers who use this plan also like it for several reasons:

- a. The teacher is not a highly paid clerk, checking papers, but is able to use his time and efforts for more and better teaching.
- b. The plan removes in some respects those little irritated feelings of some pupils toward the teacher that frequently accompany the return of papers for correction.
- c. The psychological effect of the pupil's checking his own errors is greater than when the work is checked by the teacher and handed to the pupil. Each check mark made by the pupil impresses upon him his need for discovering his difficulty and overcoming it.
- d. There is little need to feel that the work done is not that of each pupil since the responsibility for preparing for each test is that of the pupil's, and he is working for himself—on his own—as in an office.
5. As in teaching the calculating and adding machines, demonstration is equally as important in teaching the transcribing machines. The teacher should sit down, demonstrate the various parts of the machine, and actually do some transcribing.

The first step in teaching voicewriting, another term for machine transcription, is to have the pupil type from a "key" the material on the first record. This introduction helps the pupil to adjust himself to a new skill—listening and typing at the same time.

The pupil should not be held responsible for any standards on the first record he transcribes. The first record should be an acquaintanceship record, acquainting the pupil with the techniques involved in learning to listen and type at the same time. To accomplish this purpose, all requirements of speed, punctuation, and spelling should be temporarily set aside. There is no great harm in the pupil's transcribing his first record two or three times until he feels sure that he is beginning to master the technique of listening and typing together.

However, before the pupil begins to transcribe succeeding records, each record should be previewed. This preview, as in typewriting, familiarizes the pupil with the material to be transcribed, builds up his confidence, makes him feel that the teacher is helping him "over the rough spots," and helps him to understand more clearly parts of the record which have become worn through use.

Since time is not available for the teacher to work personally with the pupil on each record, this preview must be accomplished by the paper-and-stencil method. For each record to be transcribed, a preview sheet made up of the following two parts should be given to the pupil:

Part I. A list of words and phrases taken from the record. The pupil is held responsible for the spelling and meaning of these words.

Part II. Sentences involving problems in punctuation and in the use of the hyphen, apostrophe, numbers, homonyms, etc. These sentences should not be chosen at random but should be selected to correlate closely to similar sentences in the letters to be transcribed.

The pupil is responsible for making all necessary corrections in these sentences and is expected to review any rule that he has violated.

Most firms do not give applicants a test on these machines. Instead they give a test on spelling, English usage, typewriting, punctuation, etc., and if the applicant successfully passes, he is placed in a typing pool or assigned directly to a transcribing machine. Since this seems to be the general practice, mailable work on first attempts within a reasonable time should be the standard set after the first record. As with calculating and adding machines, accuracy must be high, but speed should not be overlooked or discarded.

6. Demonstration, too, is paramount in teaching duplicating machines. The teacher should explain thoroughly the function of the stencil or master copy. He should show the proper typing stroke, how to make corrections,

and how to use the various styli. He should impress upon the pupil the importance of taking time to plan the work in detail before typing the stencil or master. He should impress upon the pupil that each error that "slips by" on the stencil or master is multiplied by the number of copies duplicated. He should impress upon the pupil the public-relations angle associated with that work done for business firms, or work that goes into the hands of parents.

Equally important is demonstration in teaching the duplicating machines. However, since a semi-expert level of competency is desired on this particular piece of office machinery, the teacher should work with the pupil-operator as much as possible to produce good duplicated copy.

In an atmosphere similar to that of an efficiently managed office, a teacher skilled in the handling of pupils as well as in the ability to demonstrate and use the basic office machines will develop not only similar abilities in his pupils, but in doing so will also develop attitudes and understandings that will enable them to take places of responsibility in business offices as efficient and cooperative employees.

There Is a Potential in "Job-School Data"

By SALLY BERRY MAYBURY
University of Vermont
Burlington, Vermont

AN ANALYSIS of the data gathered by the various business education researches concerning the so-called job-school data might yield some interesting information as a basis for further study.

In research studies investigating office job activity, it has been a more or less common practice to explore the opinion of office job workers as to which of the tasks they perform are better learned in school and which are better learned on the job. A weakness in this type of investigation has usually been that the job-school data have been gathered as an incidental part of the study with no control exercised over the variables which influence this subjective type of response.

Even as a by-product of research, however, the data gathered carries a potential for clerical and secretarial curriculum planners and teachers. Charters solicited this type of information in his classic study because he believed the value of such information to be "fundamental in the determination of the curriculum for secretarial training."¹

He contended that although it is "purely opinion data" the worker's opinion is based on actual work ex-

perience and is bound to be an improvement over some teacher opinion as to where a specific task is most economically learned.

In a recent study² the job activity of 473 office job workers was investigated. The participants were employed by 373 different companies which were located in 22 states and 146 cities. The employing companies represented 27 industrial activities as established by the United States census classification.³

Participants were individuals who had received their secretarial education on the post-high school level. Sixteen schools offering the secretarial curriculum co-operated in the study by supplying alumnae lists over a recent five-year period.

The inquiry instrument included 236 office job tasks arranged in nine categories of office service function. In addition to the report on actual job performance, the investigating instrument requested job-school informa-

²Maybury, Sally Berry. *A Job Analysis Technique Applied to Secretarial and Stenographic Positions*. Boston University: a doctor's thesis, unpublished, 1952.

³United States Department of Commerce, Bureau of the Census. *1950 Census of Population, Classified Index of Occupations and Industries*. Washington, D. C.: United States Government Printing Office, 1950.

¹Charters, W. W., and Whitley, Isadore B. *Analysis of Secretarial Duties and Traits*. Baltimore: Williams and Wilkins Company, 1924, p. 64.

"... learning individual tasks on the job versus learning them in school deserves more attention."

tion on the various tasks which were a part of the job activity of those cooperating. Table 1 gives a summary of the responses by functions according to the number of tasks which were considered by the participants to be better learned on the job.

The emphasis which this population has given to learning individual tasks on the job versus learning them in school deserves the attention of school training programs. Such opinion among former students is disturbing with regard to some of the tasks listed in this inquiry form especially in the mailing, filing, and record keeping functions.

TABLE 1. NUMBER OF TASKS IN THE OFFICE SERVICE FUNCTIONS WHICH WERE CONSIDERED TO BE BETTER LEARNED ON THE JOB OR BETTER LEARNED IN SCHOOL BY 392 PERSONS EMPLOYED ON STENOGRAPHIC AND SECRETARIAL POSITIONS.

Function	On the job	Better learned In school	Both	No response	Total number of tasks
Receiving callers	6	—	—	—	6
Messenger service	4	1	—	—	5
Telephoning and related activities	10	1	—	3	14
Mailing	34	3	2	—	39
Filing	22	15	1	3	41
Record keeping	31	20	3	4	58
Typewriting	9	28	—	—	37
Dictating and transcribing	4	11	3	—	18
Secretarial	15	3	—	—	18
Total	135	82	9	10	236

As an example of the type of duty involved, several of the tasks in the mailing function are cited below. The percentage of the total performing each task who considered the task better learned on the job is also given. Such tasks are: sorting mail (incoming), 81 per cent; sorting mail (outgoing), 76 per cent; opening mail, 74 per cent; stamping mail with time or date stamp, 86 per cent; checking enclosures, 56 per cent; calculating postage, 59 per cent; registering or insuring mail, 51 per cent; tracing mail, 68 per cent; forwarding mail, 73 per cent; keeping record of stamp inventory, 82 per cent; arranging for special mailing permits, 78 per cent.

Is There Something Inherent in the Task?

What is there about such tasks which would evoke this opinion? Is it teaching method, or is it something inherent in the task itself, that is, quantity or quality of materials or some other element? It would seem that

instruction on tasks such as these should be included in clerical and secretarial course content, and it would be advantageous to expose more precisely whether or not worker opinion as revealed in this study seriously reflects the degree of success of clerical skill teaching. If such worker opinion is attributable to the subjective nature of the responses, a controlled study to reveal this information would serve as an agency for economy to future researches. If, on the other hand, a controlled study should reveal that the workers genuinely find that some of these skills are learned more economically and efficiently on the job, then we in school should question the desirability of giving time to them in our curriculums. The reverse might also be found to be true as a result of such a study—that is, some of the tasks which we are not now including in our teaching programs should be there.

To quote Charters and Whitley (page 56) in this regard:

If it is discovered . . . that the great majority of the secretaries believe that a duty should be taught in school or that a great majority believe that another duty could best be learned on the job, these opinions should be given proper weight by those who are responsible for teaching secretaries.

For valid results two factors should be considered in such a study: (a) variables among the group cooperating should be carefully controlled in order to give basic stability to the opinions, and (b) the opinions of the teacher and the employer should likewise be explored to supplement the worker opinion regarding where the individual tasks are most efficiently learned.

With regard to (a) above, many factors might influence the workers' responses in an uncontrolled study. Differences in training, native ability, and length and character of work experience are bound to be reflected. Also, extenuating circumstances in the work experience or some element in the nature of the preparatory training could operate to color the responses.

In connection with (b) above, Charters and Whitley (page 64) say

... However, the opinion of a sampling of secretaries is not sufficient; the judgment of teachers in secretarial schools and of employers should both be considered.

Charters states further in this connection

If, in the opinion of those whose judgment is worth while it appears that a duty should be learned on the job rather than in school, it clearly should not be included in the school curriculum.

A scientific study having for its principal objective the discovery of where specific clerical and secretarial office job tasks are most economically learned should provide a sound basis for curriculum revision with advantage to the worker, to the schools, and to business.

"There is no one definite plan that will serve as a panacea for every school situation."

Advanced Planning for Better Teaching In Office Practice

The good business teacher, like the good businessman, is continually looking for better and faster means of doing his job.

By JUANITA M. RAUCH
University of Denver
Denver, Colorado

HOW can I keep all my students busy at the same time and be certain they cover all the material and use all the machines?

This question is the one most often asked by business teachers of office machines or office practice. The answer to it involves two important things: (a) A well-organized plan which fits your situation according to the philosophy of your school, the equipment available, the number of students in the class, the length of term, and the interest and ability of the teacher. (b) A carefully prepared course of study for each student consisting of detailed, understandable job sheets for each machine and process.

To teach this course successfully, these two main problems should be solved completely before the first day of class. At the very beginning of the term the entire course should be organized according to the objective selected, dividing the time for each unit or machine according to its complexities and the amount of skill which you wish to develop in the students.

In planning these units of work, there are several very basic principles which are good to keep in mind.

1. Be realistic, make as good use of the equipment available as you can. If you are allowed to rent machines, that is an excellent way to obtain the additional equipment.
2. Be sure the students understand the objective of the course from the beginning.
3. Teach more than just how to operate or "punch" keys—show the mathematical background and the application to specific business problems. Remember a machine is only a "mechanical scratch pad."
4. Include material and discussion that will help develop the student's ability to choose or recommend an appropriate machine or process when the occasion arises.
5. Stress perfection of methods of production which will increase quantity and quality of the finished product as the student's knowledge increases.
6. Emphasize the care and maintenance of the machines and the proper supplies to be used with each for the best results.
7. Be sure you know the machines used in the community and the employment requirements.

A cardinal point to remember is that there is no one definite plan which will serve as a panacea for every

school situation for there are seldom, if ever, identical classroom situations with the same equipment, the same number of students, and teachers with the same viewpoints and skills.

The most frequently chosen objective is the acquaintanceship using some variety of the rotation plan. Rotation plans may be organized to rotate with either units or students—or both—by days, weeks, two or three weeks, or six- or nine-week periods. One simple plan is to divide the subject matter for the course into three major units, then each of the three units into six weekly subunits. Group the students into three groups and rotate them every six weeks among the three big units—while during the six weeks period rotate each student within his particular group.

Units may vary but usually the following are considered in an office practice course: (a) duplicating; (b) adding and calculating machines; (c) voicerecording; (d) filing; (e) personality and grooming; (f) production typing. In addition some teachers include units on mathematics, business letter writing, spelling, and the like. Units such as filing, production typewriting, or personality and grooming may be taught as block units of from three to six weeks. A rotation plan is very flexible; and unless you teach for the strict proficiency objective in a large, well-equipped school, some variation of the rotation plan will probably fit your situation.

Sometimes interest in this course bogs down because the teacher does not vary his plan. It gives variety and stimulates student interest to begin with a rotation plan for six weeks, change for the next three or six weeks to the units you prefer to teach in a block plan, and then for the last six weeks go back to the rotation plan. If grades for six weeks or nine weeks are required, evaluate each student on what he has accomplished up to date. If your machine equipment is limited, and you have more students than machines, plan as best you can so that each student gets a few days on each kind of machine and give more work on the units which can be expanded without equipment as filing, duplicating, and typing. If you are a new teacher in this field and do not have time to prepare the entire course before school begins, select one unit and teach it on the block method for several weeks until you get your plans organized.

"You will be more interesting as a teacher and the students will gain more if your plan is flexible."

Whatever plan you decide to use, keep it flexible as possible, allowing for assemblies, holidays, and other vacations. A good principle to follow is to omit the first and last weeks from your rotation plan for a semester. Devote the first week to the introduction of the various units by demonstrating, discussing, and acquainting the students with the objectives, materials, simple parts of each machine, each job sheet, and the daily requirements of the course. Usually it takes the first week for the student who is "shopping around" to decide what he wants and for the group to get into the "feel" of the class. The last week is used as a review and a "catching up" period for the usual absentees, and in many places final exams fill the entire week. If you have the first week for explanations and demonstrations, it gives the student an "over-all" picture of the course, gives him a better idea of what is expected of him daily, and will pay off in dividends with a better organized and smoother operating class for you from the beginning of the second week.

After selecting the objectives of the course, choosing the units of work, and deciding upon the length of time for each, the next major step is to prepare carefully job sheets, work sheets, or whatever you wish to call them, for each machine, each process, and each duty of work to be included. All these job sheets compiled together make up the course of study. Teach the students to read them, to rely on them, and to follow explicitly the directions given.

It is a good idea to begin the outline of the course with a few pages of general directions as to the objectives of units to be completed, conduct expected of each student, standards for each unit, laboratory hours (if any), care of supplies and equipment, and other things of general interest to all the students. It pays to go over these with the students so that they will definitely understand how the course is to be conducted and what is expected of them.

Job Sheets Are Essential

Job sheets are essential for a rotation class with students doing many different tasks to keep them busy until the instructor can give them individual attention. Make these detailed, but not wordy; be explicit in all directions; give all the necessary information on the page so that you are free to supervise and help each student as he has a problem.

The following is a detailed outline of a job sheet which has proved helpful to many office machines teachers. It is flexible so that the instructor may fit it to a particular situation with a little revamping. Job sheets are like rotation plans, there is no one definite job sheet which will fit every situation.

GENERAL UNIT

(Name and catalog number of course)

UNIT NAME: (Followed by number of hours or weeks it will cover.)

TEXTBOOKS: List the textbooks, authors, and publishing companies. Give specific pages to read. List reference books also in this column. Explain by an asterisk which are specifically required reading. Sometimes it is wise to divide the reading into groups first as reading for *master making*, and then list the reading for *operation of the machine*. Be sure to mention where these books are found if not purchased by the student.

PROCEDURES: Give detailed, clear instructions where the supplies are located, how to care for them, who will check work step by step, when to take tests, where to find them, how to check own practice answers, and what to do with the finished product. This section will vary greatly with the type of unit.

ASSIGNMENTS: Specifically set forth the assignments one by one, giving, if for business machines, the exact number of problems for each page, or if for duplicating, the general type of work to put on the master with ink, pencil, or carbon. Do not say "See the instructor for the assignment." *The assignment should be on that page.* You can eliminate many needless hours of talking if you have to lead, but they should be in the minority. Be sure to state what is to be done with the finished product and how it is to be assembled. This is an excellent opportunity to allow for individual differences. Set up A, B, C standards for each assignment and let the student decide which he prefers. Try to guide each one so that he is working to full capacity but assign enough so that the C student will be doing adequate work to justify the assignment. By this method, each student knows from day to day exactly where he stands in this particular class.

REVIEW: Give a few general questions at the end of the unit so the student may check himself to see if he really has mastered the important points from the job. This need not be long, six to eight well-chosen questions would be sufficient, as for example: Do You Know?

1. For what type of duplicating is this machine best used?
2. What is the distinguishing feature of this master?
3. How many copies will one master make? Are masters reusable?

It has been found to be better to have a job sheet for one machine or process to a page, and then begin a new job sheet on a separate page (not continuing after the first one).

Occasionally at the beginning of the class hour, you may want to give a few general directions. It is better

to give directions to the class as a whole once rather than to try to tell each student individually. With these job sheets, the advanced students will go ahead and love the freedom and independence they are getting, while the slower ones will be those with whom you have to spend more time helping in various ways. Keep a weekly record of each person's work especially to keep the slower or the lazy student on the beam so that he will not get hopelessly behind with his assignments. The teacher of this class should be the supervisor, ready to help each student, but not bogged down with minor details, which should be given on the job sheets. Some teachers are fortunate enough to have assistants to help with this course; others are not. Many teachers have the advanced students help the slower students. This also teaches cooperation, how to explain to others, and gives the students a sense of responsibility. Be sure to stress to the assistants how they should teach the other students and that they should not just *do* the problems for them. There should be a specific person assigned for a week and then change to another; even before the year

is over the slower students may have an opportunity to assist. A teacher who insists on checking each problem, giving all instruction, and ties himself to a desk to answer questions and check papers is not teaching the course as it should be taught. He can have the upper hand and be the "power behind the workings" of this class, but still be a supervisor circulating among the students, giving helpful suggestions, correcting fingering and manipulation errors, and giving encouragement wherever needed.

This can be a fascinating course to teach, but so much depends upon the organization of the material to keep it clicking and moving along smoothly. Job sheets, like textbooks, should be changed every so often. Change your requirements, the assignments, and approach, and you will be more interesting as a teacher and the students will gain more from the class. Just because a certain method worked well a time or two is no reason for keeping it that way forever. The good teacher, like the good businessman, is continually looking for better and faster means of doing his job.

Developing Correct Work Habits in Clerical Office Training

By CHRISTINE STROOP
Austin Peay State College
Clarksville, Tennessee

WE ARE constantly hearing the statement that office workers, especially clerical office workers, have sufficient skill but that they lack certain other qualities, such as ability to get along with others. My name for these qualities is "Work Habits," because they call for the performance of certain acts consistently without conscious effort.

For example, a clerical worker is expected to be considerate of others regardless of whether he is addressing envelopes, filing in folders, or answering the telephone. In other words, he is expected to be *habitually* considerate of others.

While we all seem to agree that desirable work habits are essential to successful employment, we tend to excuse ourselves from developing them on the basis that: (a) These are personal qualities which are either too delicate or too illusive to handle in the classroom; and (b) there is no way to teach these things—they must be acquired incidentally as the skills are learned.

Neither of these excuses is valid. Desirable work habits have been identified and they can be taught.

Identification of Correct Work Habits

The classification of desirable work habits has been attacked from many angles for many years. Numerous scientific lists have resulted. The list presented by A. B. Parker Liles in a doctoral study (*Some Factors in the Training of Clerical Workers*, University of Kentucky) is both concise and comprehensive. According to this study, the twenty factors constituting success in clerical work have been established as follows:

PERSONALITY FACTORS

1. Dependability.
2. Ability to maintain harmonious working relations with others.
3. Industry.
4. Initiative and/or resourcefulness.
5. Ability to work under pressure or abnormal conditions, such as meeting deadlines, multiple assignments, extra work, and the like.
6. Ability to make judgments or decisions quickly and accurately.
7. Attendance, tardiness, and strict observance of recess or lunch periods.

"The teacher must set standards which are conducive to the development of correct work habits."

8. Does not lose excessive time in personal telephone calls, talking with fellow workers, leaving the room, and the like.

9. Personal appearance—appropriate dress and grooming.

10. Personality—cheerfulness and charm.

11. Neatness and orderliness in maintenance or arrangement of physical surroundings, such as desks, files, floor, and the like.

EFFICIENCY FACTORS

1. Accuracy in clerical work.

2. Speed in clerical operations—amount of acceptable work produced.

3. Ability to follow instructions accurately and without repetition.

4. Capacity for remembering necessary details, figures, instructions, and the like.

5. Natural ability and aptitude for clerical work.

6. Presentability of work—appropriateness of arrangement and appearance of work.

7. Ability to organize his work.

8. Ability to suggest improvements in clerical techniques and operations.

PHYSICAL FACTORS

1. Physical fitness for the work.

Here they are—all of those "illusive" qualities which clerical workers should acquire as habitual parts of every job they perform. Yet, we do not have to accept this analysis. We can make our own.

Students in the Clarksville (Tennessee) High School have faith in a list of desirable work habits which was compiled by their teacher, Mrs. McKee. The list used in this school has one advantage over the list compiled by Dr. Liles in that it was prepared following a survey made in Clarksville where many of the students will be employed. Other teachers would probably experience the same advantage in compiling a list of correct work habits from the employers in their own communities.

The identification of correct work habits is only the beginning, however. Each of these traits or habits must be made meaningful for the student in terms of his classroom behavior. In other words, students must be told how to act in order to be dependable. The word "dependable" alone has little meaning for them.

In addition to the use of evaluation or inventory check sheets, teachers of clerical classes have found many other effective ways to develop correct work habits. Some of these techniques are an integral part of the classroom procedure and are, therefore, being used constantly by the alert teacher.

Perhaps the most important of these is the setting of an example by the teacher. Students are more likely to be neat if the teacher keeps his desk neat. They will imitate the teacher's mannerisms. A teacher who takes

advantage of the laboratory-type teaching situation in order to slip away and tend to personal business will have trouble convincing his students that they should not lose excessive time while on the job.

The teacher must at all times set standards which are conducive to the development of correct work habits. Realistic standards of usability should be established. At the same time, teachers should not expect the impossible. Frustration will cause students to develop bad work habits. When a student cannot do the work assigned to him, he is likely to try to escape by having to leave the room, or by talking to another student, or by "taking it out on" a fellow classmate or the teacher.

Records must be kept so that students will be able to see their progress in the development of correct work habits as well as their progress in the skills. Anecdotal records of behavior should supplement the evaluation or inventory sheets.

At all times, the assignments should be realistic. Students should be given opportunities to work without undue supervision, especially toward the end of the training period.

Above all, students should be made to realize the reason for everything that is done.

Students with correct work habits should be rewarded. Social acceptance, praise, and points toward a grade are desirable rewards.

Teaching Techniques To Be Used Occasionally

In order to arouse interest in work habits, class periods may occasionally be devoted to a discussion of one or more of these traits so essential to success in an office position.

Outside lecturers, especially employers from the community or former students, may be brought to the classroom in order to arouse the interest of the class in some trait.

Students enjoy dramatizing the right and wrong way of behaving on the job. Films, posters, bulletin board displays, and field trips may also be used to highlight certain work habits.

A private conference with an individual student can be a very effective means of improving his work habits. Such conferences, however, must be well planned and based on mutual confidence.

Although we all know that correct work habits are essential to successful office employment, we must not forget that they are important only when related to skills. Therefore, we must be careful not to go off the deep end and forget to teach the skills while we develop correct work habits. The skills which we have been teaching so well may be thought of as the brick for the building, and correct work habits as the mortar. Both are essential if the house is to stand up.

The Western News Exchange

Published by the Western Business Education Association

Volume I

Spring 1954

Number 1

WESTERN REGIONAL CONVENTION PORTLAND, OREGON MARCH 18-20, 1954

FROM THE WBEA PRESIDENT. The hand is out! Let's grab it because it is the hand of enthusiastic welcome on behalf of WBEA, OBEA, Business Educators of Oregon, and the city of Portland to you—Western Business Education Association, a Region of the UBEA.

Your acceptance of the warm welcome of the "Rose City" as a member of WBEA will enable you to participate in the regional convention of business educators in the West.

The Fourth Annual Convention of the Western Business Education Association to be held in Portland, Oregon on March 18-20 in conjunction with the annual meeting of OBEA has a convention platform decked with leaders from business, education, your profession, and society. You will have an opportunity, as you will note on the convention program, to "brush elbows" with people you've read about, heard about, and wanted to meet like Pearl Wanamaker, Superintendent of Public Instruction, State of Washington; Harmon Wilson, South-Western Publishing Company; Hollis Guy, Executive Secretary of UBEA; Robert E. Slaughter, Vice President, Gregg Publishing Division, McGraw-Hill Book Company; and other prominent persons.

Provisions in the true spirit of the Oregon Educators and your WBEA have been made for intellectual, recreational, and social gatherings of individuals like yourself who have mutual interests and ambitions toward a unified profession, becoming a more successful teacher, and possessing a well-rounded per-

sonality. Your Western Business Education Association's Convention is providing for opportunities in all three areas.

The Executive Board of OBEA under the able direction of Leonard Carpenter and Ted Yerian have promised "never a dull moment." They have succeeded in the past and at each WBEA convention we seem to grow. Your attendance, supporting your WBEA in Portland, Oregon on March 18-20, will give you the revitalizing necessary during the busy school year, that extra lift because of a few days from the classroom, and the assurance you are doing a successful job.

After you compare notes with other leaders like yourself, in the field of business and education, you will do an even better job in the future than you have in the past. Our professional unity aimed toward progress is amplified by the cooperation afforded us by the business world.

The awe-inspiring Timberline Lodge of International fame just out of Portland has been selected as the site for the annual WBEA banquet where you will be able to meet, explore, and be thrilled by its splendor.

Lest we forget! Portland is accessible by the land, by the air, and by the sea. Will you see that your plans to attend the Fourth Annual Convention of the Western Business Education Association on March 18-20 are complete and a reality. How about dropping that card in the mail today for your hotel reservation just as a starter?—EUGENE J. KOSY, *President*, Western Business Education Association.

Portland and OBEA Invite You to the Fourth Annual WBEA Convention



WBEA News Exchange

Published for the members of the Western Business Education Association, a Region of the United Business Education Association. Editor: LEONARD CARPENTER, Public Schools, Portland, Oregon.

WBEA OFFICERS, 1953-54**PRESIDENT**

Eugene J. Kosy, Central Washington College of Education, Ellensburg

VICE-PRESIDENT

Claude F. Addison, Hartnell College, Salinas, California

SECRETARY

Bessie B. Kaufman, Manual Arts High School, Los Angeles 37, California

TREASURER

Inez Loveless, Willamette High School, Eugene, Oregon

WBEA REPRESENTATIVES IN THE WESTERN REGION

Phillip Ashworth, San Diego Public Schools, San Diego, California

Marsdon Sherman, Chico State College, Chico, California

Theodore Yerian, Oregon State College, Corvallis, Oregon

Officers of the host association, OBEA: President, Leonard L. Carpenter, City School, Portland; Vice President, Enid Bolton, The Dallas High School, The Dallas; Secretary, Alice Johnson, Jefferson High School, Portland; and Treasurer, Gertrude Ditto, Creswell High School, Creswell.

MAKE RESERVATIONS NOW!

TO: Leonard L. Carpenter, President, OBEA
Portland Public Schools
631 N.E. Clackamas Street
Portland 8, Oregon

Yes, I am planning to attend the Convention of the WBEA-OBEA, March 18-20, 1954, and would like for you to make the following reservation for me. Accommodations for:

1. Name _____

2. Name _____

Arriving _____ Date _____ Apprx. time _____

Leaving _____ Date _____ Apprx. time _____

- ☐ Congress Hotel, 1024 S.W. 6th Ave., Portland, (Convention Headquarters)
☐ Single \$4.50 to \$5.00 daily
☐ Double \$6.00 to \$7.50 daily
☐ Heathman, 731 S.W. Salmon
☐ Single \$5.00 to \$6.50 daily
☐ Double \$7.50 to \$9.00 daily

Your Name _____

Address _____

Yes, I plan to attend the special events and want reservations for the following:

- ☐ Fellowship Luncheon, March 18, Heathman Hotel
☐ No-host Dinner, March 18, Heathman Hotel
☐ Farewell Dinner, March 19, Timberline Lodge, (Bus will leave the Congress Hotel for Mount Hood at 1:30 p.m.)

Your Name _____

Address _____



THEY WERE THERE . . . Among the business educators who participated in the 1953 WBEA Convention at Salt Lake City were (first row, left to right) Evan Croft, Inez Loveless, Robert Aurner, Illa Martinson, and Hal Chaney, (second row) Albert C. Fries, Bruce Blackstone, Eugene J. Kosy, Floris Olsen, Edwin A. Swanson, Charles Wall, Jesse Back, and Mark Newburger.

WBEA-OBEA CONVENTION PROGRAM SKELETONIZED

CONVENTION THEME: Business Education Meets a Challenge in the West

HEADQUARTERS: Congress Hotel, Portland, Oregon

REGISTRATION: Congress Hotel (9:00-11:00 A.M.) Heathman Hotel (11:00 A.M.-12:00 noon)

THURSDAY, MARCH 18—9:00 A.M.

WBEA Representative Assembly, Western Region: Congress Hotel (9:00-11:30 a.m.)

Presiding: Theodore Yerian, Corvallis, Oregon
WBEA Executive Board: Congress Hotel (10:30-11:45 a.m.)

THURSDAY, MARCH 18—12:30 P.M.

OBEA Fellowship Luncheon: Heathman Hotel, (12:30-3:45 p.m.)

Master of Ceremonies: Rex Putman, Salem, Oregon

Address: "For What Do We Stand?"
Speaker: W. Harmon Wilson, Cincinnati, Ohio

Address: "National UBEA At Work"
Speaker: Hollis Guy, Washington, D. C.

FBLA Sponsors Conference: Headquarters Suite, Congress Hotel (3:45-5:00 p.m.)

THURSDAY, MARCH 18—3:45 P.M.

Demonstrations and Exhibits: Congress Hotel (3:45-4:45 p.m.)

Featuring: Business machines and textbooks

THURSDAY, MARCH 18—6:30 P.M.

No-Host Dinner: Congress Hotel (6:30-8:30 p.m.)

Address: "Business Education in These Times"
Speaker: Robert E. Slaughter, New York City

FRIDAY, MARCH 19—9:00 A.M.

General Session: Lincoln High School, Portland (9:00-10:00 a.m.)

Address: "Business Education and the General Education Program"
Speaker: Pearl A. Wanamaker, Seattle, Washington

FRIDAY, MARCH 19—10:00 A.M.

OBEA Business Session: Lincoln High School (10:00-11:30 a.m.)

Presiding: Leonard Carpenter, Portland

WBEA Business Session: Lincoln High School (10:00-11:30 a.m.)

Presiding: Eugene J. Kosy, Ellensburg, Washington

FRIDAY, MARCH 19—1:30 P.M.

Tour: Aboard bus at Congress Hotel for Mount Hood (1:30 p.m.)

Featuring: An afternoon of fun in the snow or by the fireside at the Timberline Lodge

FRIDAY, MARCH 19—5:30 P.M.

WBEA-OBEA Farewell Dinner: Timberline Lodge (5:30-7:30 p.m.)

Working Together at All Levels in Education...

FIFTY-FIRST OEA CONVENTION. Business educators throughout Oregon should look forward with anticipation toward the annual Oregon Education Association Convention to be held in Portland on March 18-20.

Headline speakers will include: Murray Banks, psychologist and humorist from New York City; Henry Bonner McDaniels, specialist in guidance and counseling, Stanford University; Richard Kennan, executive secretary of the NEA Commission for the Defense of Democracy Through Education; J. W. Edwards, superintendent of schools, Portland; Salom Rizk, author of *Syrian Yankee*; and William G. Carr, executive secretary of the National Education Association, Washington, D. C.

The Oregon Education Association award for distinguished service to education will be a feature of the annual banquet. The greatest number of exhibitors in the history of the association will be in attendance in the basement of the Civic Auditorium. Saturday morning workshops featuring the major problems of the teaching profession will again be featured.

We can also look forward to many fine programs by the many departments and subject matter sections. Under the leadership of President Leonard Carpenter, the Oregon Business Education Association promises to have another one of its outstanding programs. The Business Educators have one of the outstanding educational organizations in the state and always make a real contribution to the annual OEA convention.

Business educators are urged to make plans immediately to attend the fifty-first annual OEA Convention.—C. W. Posy, *Executive Secretary, OREGON EDUCATION ASSOCIATION.*

FOUR-WAY TIE. There certainly exists in the area of business education a four-way tie-up between the national, regional, and state organizations. The Western Business Education Association represents one of the important forces which encourage this type of organization. There is a great need for some group to speak for the business teachers of our local, state, area organizations, and for our nationally organized teachers.

Business education has perhaps lagged behind other areas in providing spokesmen representing our field to persons outside. The Western Business Education Association is striving to encourage state and local business education groups to co-operate and to become active. It is as true in education as anywhere else that you get "what you pay for." The various specialized groups—junior high school, high school, junior college, and collegiate students of business education are all part of the same team, and if they work together will mutually profit.

The Western Business Education Association as a regional organization has accepted the challenge to coordinate the activities of all our groups and to present one voice for the teachers of the Pacific slope in national and regional affairs.—BRUCE I. BLACKSTONE, *University of Idaho.*

THESE WILL BE THERE

Oregon's popular state superintendent of public instruction, Rex Putman, will serve as master of ceremonies for the OBEA Luncheon. Dr. Putman has a keen interest in business education and a background of educational experience that has contributed greatly to his administrative effectiveness. . . . Hollis Guy, executive secretary of the United Business Education Association, and William G. Carr, executive secretary of the National Education Association, will have prominent spots on the convention program. The entire convention is planned to highlight the services of the NEA Educational Center. Mr. Guy also serves business education as the executive secretary of the national youth organization, Future Business Leaders of America; and as the executive editor of the popular professional magazines, *BUSINESS EDUCATION FORUM* and *THE NATIONAL BUSINESS EDUCATION QUARTERLY*. Both are UBEA publications.



TIMBERLINE LODGE . . . Farewell banquet will be held here.

W. Harmon Wilson is vice president of the South-Western Publishing Company and editor of its monthly magazine, *THE BALANCE SHEET*.

Mr. Wilson has appeared on educational programs in practically every state. He will be in the spotlight at the opening luncheon. . . . Robert E. Slaughter whose inspirational addresses are a challenge to business teachers everywhere is vice president of the Gregg Publishing Division of McGraw-Hill Book Company. Mr. Slaughter is also president of the U. S. Chapter, International Society for Business Education.

Pearl A. Wanamaker is one of the most outstanding women in education, both at home and abroad. She is the superintendent of public instruction for the State of Washington. Mrs. Wanamaker served in the State Legislature from 1929-35. She is a former president of the National Council of Chief State School Officers and was president of the National Education Association of the United States in 1947-48.

UBEA Meets a Challenge in the West

BUSINESS EDUCATION IN THE WEST HAS COME OF AGE! No longer does it consider itself something apart and different from the rest of the country. In contrast, the Western Business Education Association has now taken its rightful place along with the other regional groups.

"Wide open spaces" need something to tie them together in a common cause. On November 26, 1949, representatives from California, Idaho, Montana, Oregon, and Washington met at Oregon State College, Corvallis, Oregon, for an organizational meeting. Before the day was over, a temporary constitution was written and officers for the fledgling association were elected. The officers were: Ted Yerian, President, Oregon State College, Corvallis, Oregon; Don Sherman, Vice-president, Chico State College, Chico, California; Opal Delancey, Secretary, University of Idaho, Moscow, Idaho; and Harold Williams, Treasurer, Central Washington College of Education, Ellensburg, Washington.

The uniqueness of the WBEA is that it is an association of state business education associations. It does not solicit individual memberships as such. Any person is a member of WBEA if he first belongs to his state business education association. Each member state has representation on the WBEA Council and pays \$20 a year for every 300 teachers or fraction thereof holding memberships in the state association.

Annual meetings have been held at Portland, Oregon (Spring, 1950), San Francisco (Spring, 1951), and Salt Lake City (Fall, 1952). The Portland and Salt Lake meetings were held in conjunction with the annual state teachers' conventions in the respective states. The rotation process is designed to make it possible for the business teachers in the respective areas to attend in large numbers every three years.

The 1954 meeting returns the convention to Portland, Oregon. An attractive mixture of the academic and pleasure is being planned for those in attendance. Interest in the meetings is being shown from all corners of the WBEA Region.

WBEA, it can be said, has been designed to make Business Education in the West a real part of the national program. A system for unified dues has been set up and is proving successful. WBEA, then, is UBEA in the West! — THEODORE YERIAN, UBEA Representative, Western Region.

LOOKING TOWARD THE WEST. For two years now I have been proudly telling the business teachers here in Iowa that only two states have *more* UBEA members than we have. I hardly need tell readers in the Western Region of UBEA that one of the states referred to is California. Moreover, this is one of eight states (including Hawaii) which form a unified region of UBEA—the Western Region. Some of us here in the Central Region envy your unified WBEA.

"Total Membership" in our national professional association is, it is true, but a "quantitative" measure of professional interest and worth. Yet, we know it does correlate highly with qualitative professional measurements. Perhaps it is debatable whether professional membership is the "cause" of improved professional quality, or whether improved professional quality is the "cause" of increased professional membership; certainly they do go hand in hand.

More than a century has now passed since John Soule, of Terre Haute, Indiana, advised "Go West, young man! Go West." The reasons have changed, perhaps, yet I can't help being aware of the fact that even today many of our better Iowa business teachers seem to be finding reason for following that same advice! Could it be that they recognize the existence of a more desirable professional environment in our Western Region? Could it be that our professional literature frequently uses educational achievements of our Western Region as desirable examples? I think both are quite probable.

Yes, the United Business Education Association is proud to have the business teachers of the Western Region giving the rest of us your unified support and assistance in our professional work. Moreover, we recognize the *active* interest you are exhibiting in professional matters and welcome it. The UBEA National Council will, I feel sure, be looking forward to receiving a most helpful report of recommendations and resolutions from your regional Representative Assembly to be held in connection with your WBEA convention in Portland.

I am glad to extend greetings to the business teachers of WBEA, and offer you my very sincere hope that, both as an association and as individuals, you may have the outstanding professional convention and the successful professional 1954 you so richly deserve.—LLOYD V. DOUGLAS, UBEA President.

THE ASSOCIATIONS UNITED TO PROMOTE BETTER BUSINESS EDUCATION

YES, I want membership in my national specialized association, the United Business Education Association. Please send the publications and reports to the address below. My check for \$..... is enclosed.

I am a ☐ new member
☐ renewal member

UNITED BUSINESS EDUCATION ASSOCIATION

Type of Unified Membership (Please check)

- ☐ Professional—Including full active privileges in the UBEA and the four UBEA Professional Divisions: Research Foundation, Administrators Division, National Association of Business Teacher-Training Institutions (individual), and U. S. Chapter of International Society for Business Education; also a year's subscription to BUSINESS EDUCATION (UBEA) FORUM, THE NATIONAL BUSINESS EDUCATION QUARTERLY and special membership releases.....\$6.00
- ☐ Limited—Including full active privileges in the UBEA and a year's subscription to the BUSINESS EDUCATION (UBEA) FORUM and special membership releases.....\$3.00
- ☐ International Society for Business Education—Including a year's subscription to the INTERNATIONAL REVIEW.....\$3.00

Name

Street

City Zone..... State

School.....

Make check or money order payable to United Business Education Association. Give to State Membership Chairman or mail to Hollis Guy, UBEA Executive Secretary, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Your last FORUM address if different from above address.

UNITED SERVICES

—SHORTHAND

DOROTHY H. VEON, Editor
MINA M. JOHNSON, Associate Editor

TRANSCRIPTION FROM STENOGRAPH (STENOTYPE) NOTES: SOME SIGNIFI- CANT POINTS AND COMMENTS

Contributed by Eve Adams, Chicago College of Commerce, and Dan Garamoni, Sullivan Reporting Company, Chicago, Illinois

TRANSCRIBING stenographic notes, regardless of stenographic system, is a very skillful business. Few dictators, unless they were stenographers at one time, realize the essentials, so to speak, that—quickly and accurately combined by means of a developed *technique*—produce a letter or manuscript. But every businessman who dictates knows that a competent stenographer makes it possible for him to multiply himself, and he puts a premium accordingly on the person who can “take it” on a machine. As any other stenographer, he writes what he hears by sound. There is one primary difference, however, in the notes. The machine prints them in plain English type on paper something like adding machine tape, except that it is folded in eight and one-half inch sections which lie something like the bellows of an accordion, in a pad of 125 folds. A pad of this size will last for an hour and a half to two hours under average dictation circumstances. As this paper runs through the Stenograph, it feeds from its pad beneath the keyboard and folds automatically in the extended tray of the machine. When the dictation is completed, the operator tears off the notes and takes them to the typewriter for transcription.

A transcribing box is used to contain the notes and hold the portion being transcribed in direct line of vision. When the strip of notes between the folds has been transcribed, the typist “turns” the fold, just as a page is turned in a stenographer’s notebook which has a spiral binding at the top. The box is so designed that two of the eight and one-half inch sections of notes (or 17 inches) are visible at one time.

The Essentials

The essentials that go into the finished transcript are substantially the same in any shorthand system—pen or machine:

1. The stenographer, briefly, must be able to type. The competent transcriber is the one who has become proficient on the typewriter to the point where he is

United Services is a continuous department of the BUSINESS EDUCATION (UBEA) FORUM. Members are urged to share their experiences with our readers. The most acceptable lengths for articles are one thousand or one thousand five hundred words. Manuscripts should be mailed to the editor or associate editor of the appropriate service.

able to think mainly of what he is typewriting; the mere process of hitting keys, returning the carriage and the like has become automatic.

2. The competent transcriber must be able to read his stenographic notes accurately and readily. Stenograph notes are easy to read because they are made up of the same common English letters as are seen everywhere, and each line of letters down the length of the tape stands for a syllable or a word or a phrase. It is the transcriber’s typewriting competence that determines the quantity of his product—all other things being equal.

3. The competent transcriber must be able to set up a letter or manuscript acceptably. Current “styles” are taught in typewriting classes; in some business offices, including Civil Service, style manuals are furnished for the guidance of the transcriber.

4. The transcriber must be able to judge quickly the typewritten length of a letter from his notes. There are seventy to eighty words to a “fold” of notes, which is a 17-inch strip. A letter of 150 words would be approximately two folds; five folds would be a one-page letter, single spaced, elite type.

5. Of course the proficient transcriber must be able to spell and punctuate. He must have a “working knowledge” of the vocabulary of the person dictating, which means he must be able to hear the words that are used, record them, and read them from the notes. For the operator any word, no matter how long, is just a series of simple sounds that are recorded syllable by syllable and appear in printed form in the notes, contributing to the ease with which the notes are read and therefore transcribed.

The Technique

Any competent transcriber—whether he is working from machine notes or shorthand notes—uses a similar transcribing technique.

1. He is relaxed—at ease, physically and mentally. A relaxed transcriber finds it easier to trust his trained fingers; he can work hour after hour without fatigue or nervous confusions.

2. He is able to concentrate—to shut everything else out of his mind, including himself. A fleeting thought, a bit of concern—perhaps self-consciousness—will be reflected immediately in his transcribing.

(Please turn to page 32)

THE TEACHING METHOD—DOES IT MATTER?

Contributed by Leonard Jordan West, Research Center, Chanute Air Force Base, Illinois

CONTROVERSY exists about many aspects of method in the teaching of the skill subjects. Whenever a discussion of teaching method arises, some critics are sure to point out that the teacher is more important than the method, that a good teacher will do well with any method, that the best method is the one the teacher likes best and knows best. In short, they imply that method does not matter much.

These are iceberg statements. Above the surface projects a small amount of homely truth which gives no clue to the large amount of misleading nonsense below the surface. A teaching method is good to the extent that the psychological understandings which underlie it are sound. It must be firmly rooted in the learning process, firmly based on some particular set of psychological understandings about how learning takes place and how learners differ. A method which does not have its basis in the learning process is nothing more than a prejudice and little likely to make any real contribution to the sum total of knowledge about the improvement of instruction.

Questions of method have intrigued teachers and have prompted a certain amount of experimentation. But classroom experiments are risky! While it is relatively easy for the chemist, the physicist, and the laboratory scientist in general to control the extraneous factors in an experiment, effective control is elusive for the investigator who would deal with the behavior of such complex organisms as students (and teachers) in such complex situations as exist in the classroom. Students persist in being different. Some are bright; some are dull. Some like school and attend regularly; some dislike school and are often absent. Teachers vary in many ways, too. Some are full of preconceived notions and biases, while others have the scientific spirit and can maintain objectivity. These are factors which complicate an experiment concerning teaching methods.

Before an experimenter can claim superiority for one method over another he has to be able to show that differences in performance are indeed due to method. He must be able to rule out, among other things, the possibility that one method produced better performance chiefly because students using the method are brighter or that teachers were more able with or sympathetic toward it.

There is a commonly held notion that most experiments in methods evidence small differences in performance, or that superiority for Method A in some classes is offset by superiority for Method B in other classes. This is often not the case at all. Differences may be substantial and may all be in the same direction. Even so, sometimes no conclusive statement may be made about the relative merits of the methods being tested. An illustration will clarify this point.

Suppose there are three teachers, having equivalent teaching skill and considerable objectivity of attitude. Each teacher is in a different school and each has a pair of beginning typewriting classes in one of which Method A is being used, in the other of which Method B is being used. They are trying to determine which of the two methods under test produces greater accuracy in typewriting. Within each school the students in the two classes for each teacher have equivalent initial ability. (If students are assigned to classes at random, this latter assumption will generally hold. If classes should differ in initial ability, there are several statistical procedures for taking these initial differences into account when comparing final performance.) Let us assume further that the figures in Table I represent the average number of errors each class has made in a 5-minute timing on ordinary copy material at the close of the experiment. Although the figures are artificial, the inferences to be drawn from them are typical of experimental comparisons of teaching methods.

TABLE 1

	Number of errors		Difference between Methods
	Method A	Method B	
Teacher 1	8	2	6
Teacher 2	15	9	6
Teacher 3	7	1	6
Average	10	4	6

In every pair of classes, students taught by Method B have made fewer errors than have students taught by Method A. Equally crucial, however, is the information displayed in the last column of Table 1 that the 6-error difference between the methods is uniform for the three teachers. This means that the teachers were equally capable with each of the methods. When several teachers get differences of identical size (or of approximately the same size) we can confidently conclude that if the experiment were to be repeated with other teachers, we could expect the same results. The differences in performance between Method A and Method B classes are attributable to the methods used and not to differences in teachers' skills with either or both of the methods.

Now assume that three other teachers of unknown ability and varying prejudices conduct the same experiment with the results as shown in Table 2.

TABLE 2

	Number of errors		Difference between Methods
	Method A	Method B	
Teacher 1	6	4	2
Teacher 2	17	7	10
Teacher 3	7	1	6
Average	10	4	6

Again, Method B students are making fewer errors than Method A students. As in Table 1, the average difference between the methods is six errors; likewise, Method A students average ten errors, Method B students, four errors. This time, however, Teacher 1 gets a 2-error difference, Teacher 2 a 10-error difference, and Teacher 3 a 6-error difference. This is evidence that the teachers were not equally capable with the two methods. The differences between the methods appear to be in too large a part differences among teachers. If other teachers were to test these two methods, the data of Table 2 imply that there is too great a possibility that negative differences might even result, that Method A students might make fewer errors than students taught by Method B. Such evidence of varying teacher ability—typical of many experiments in methods—prevents a claim of superiority for one method or another.

Causes of Teacher Differences

Where shall we turn? What is the teacher who is seriously concerned with using the most effective teaching methods to do in the face of such results in methods experiments? To answer this let us consider some of the causes of teacher differences. First, the teacher might have a definite bias in favor of one of the methods being tested. The operation of this bias would preclude effective application of the less favored method. Second, the teacher might prefer one method because it is similar to one with which he is already well acquainted. As a result of prior experience with it, the teacher might handle one method more effectively than the other. Third, the teacher might find one of the methods so complex that it is difficult to follow the directions of the experimenter. The greater the difficulty in rigidly defining appropriate teacher behaviors for given methods under test, the greater the chance for teachers to introduce individual variations which may vitiate the experimental comparisons being made.

Because of the operation of these factors of teacher differences, a classroom experiment is often unsatisfac-

tory as a test of teaching methods. This is not to say, however, that classroom experiments may not be productive of conclusive results. If the experimenter will take great care in selecting teachers, carefully inquiring into their biases, if any, and selecting only those of demonstrable objectivity of attitude; if he will ensure that the teachers thoroughly understand and get some prior experience with any new and unfamiliar methods to be tested; and if he will, in addition, rigorously specify in detail appropriate teacher behaviors for each method, so that there will be little leeway for teachers to introduce individual modifications, wittingly or otherwise—then teacher differences will be minimized. Then there will be greater likelihood that performance differences are attributable to method.

Until such time as appropriate conditions for methods experiments are given painstaking consideration by individual investigators, is the classroom teacher to be left with no guide and no answers to questions of method? No! There is much available information relating to the basic psychological understandings from which methods spring.

Many teachers cling tenaciously to what they fondly consider the tried and true, the tried and true sometimes being more *tried* than *true*. When a teacher says: "I have used Method X successfully for many years; I do not believe in Method Y; it just rubs me the wrong way and I do not care to try it", it is not unlikely that he does not know much about Method Y, has never troubled to find out about it. Such a teacher probably was himself taught by Method X, uses it on faith and has never examined its bases either. Rigid adherence to the familiar is hardly conducive to improving teacher effectiveness. It may well be that a prime goal of business-teacher training should be to inculcate an objective spirit, an openmindedness, a willingness to weigh, evaluate, and try promising methods whenever they appear. Teachers need to be willing, in Thomas Huxley's words, "to sit down before fact like a little child; be prepared to give up every preconceived notion . . . or you shall learn nothing." Violent partisanship, rigid adherence to the familiar, stubborn unwillingness to consider new ideas, inability to weigh and evaluate dispassionately and objectively are effective bars to the development of a science of education.

NEXT MONTH

In the next issue of *Business Education Forum*, the Sub-Committee of the Joint Committee on Coordination and Integration of Research in Business Education will present a brief summary on "What We Need to Know About Typewriting—From Research." This will be the third in the series of articles issued by the Joint Committee which represents, UBEA, DPE, and NABTTI.

UNITED SERVICES

BOOKKEEPING AND ACCOUNTING

HARRY HUFFMAN, Editor
WILLIAM SELDEN, Associate Editor

AN ANTIDOTE FOR ABSENTEEISM

Contributed by R. L. Thistlethwaite, *Western Illinois State College, Macomb, Illinois*

ABSENTEEISM, perplexing and annoying to all teachers, presents especially acute problems for the bookkeeping teacher. Absenteeism is a student "occupational disease" which must be expected, it's true, but its effects must be reduced.

The content of high school bookkeeping courses makes regular attendance necessary. Today's work is based on yesterday's classroom experiences. The teacher usually finds it necessary to keep the class together. Those who miss lessons soon become discouraged; better students are prone to "mark time" as absentees and slow students catch up; and the instructor is likely to feel frustrated in his effort to get students to achieve mastery of the subject material he wants to cover. The class may become sluggish, plodding toward the end of the year instead of maturing in their mastery of a personal and vocational subject.

Student Auditors

With problems come challenges. Every teacher has successfully permitted students to perform routine duties such as taking roll, handling papers, directing general class activities, and assuming other duties not requiring the instructor's personal attention. These tasks, faithfully performed, have benefited the participants and have released the teacher for larger and more significant contacts with the students.

If teachers take one step more—permitting selected students to *re-teach* bookkeeping assignments—the scope of the teacher's influence can be greatly extended. These top-ranking students may be titled "auditors" and their *re-teaching* skills can be utilized, not only to the advantage of the slower students, but also to the benefit of the teacher and of auditors themselves. These auditors, during the problem-solving part of each class period, after having completed their own work, are available to assist students who have missed classes or who have encountered difficulty in working current or previous assignments. Auditors are cautioned not to do the actual work but to assist with the "knotty" problems. These auditors work without keys, guides, or reference to their own previously completed work, the teacher having instilled in them confidence in their abilities to solve problems, especially of the bookkeeping cycle type.

Auditors thus extend the teaching effectiveness of the instructor. Absentees do not have to wait indefinitely for help in filling gaps in their background. Auditors can assist slower students so that bookkeeping bottlenecks are not so likely to develop. As business teachers are

aware, pupils generally are not slowed down by the abstractions of high school bookkeeping concepts, but by the maze of the routines and calculating details.

Cooperation and Teamwork

In addition to the increase in bookkeeping knowledge, as auditors move from pupil to pupil, there is tangible evidence of cooperation and teamwork in the auditing procedure. There develops a group identity and feeling of responsibility on the part of each auditor for other students. The feeling exists that the group, the entire class, has a course to complete *together*. Not only do auditors become convinced that as individuals the bookkeeping course is valuable to them, but also that they are rendering a real service to their fellow students. Their own scholarship as well as their social responsibility broadens and deepens in this process. The auditing device points up the lesson of teamwork which is so frequently missing in bookkeeping classes where each pupil, on some of the longer projects, travels at his own rate and then waits for others to catch up.

Using auditors is not a scheme to relieve the teacher of responsibility which is rightfully his. The teacher, part of the time, becomes a supervisor. Neither is auditing a device to "take up the time" of the faster students. Auditing is a privilege—those students regarding it as a burdensome chore are studiously avoided. Some of the best bookkeeping students may be excluded from auditing because of negative attitudes toward working with others. Few of these superior students, however, can long resist joining the auditors as the capable teacher nurtures the class through the learning of bookkeeping.

The teacher who makes his work one of professional artistry will have ways of recognizing his auditors. A roster of names, a registration sheet for those needing and giving aid (Exhibit A), occasional commendation of the teacher, and a growing awareness on the part of students that auditing is a privilege of distinction will build and sustain morale. Summary reports by the auditors bring into focus each auditor's individual contribution.

Evaluation as Preventive of Absenteeism

The use of student auditors does not directly attack the *cause* of absenteeism with all of its ill effects of sluggish scholarship, discouragement, dropping of courses, failures, and a host of other well-known symptoms. This technique does, however, serve as an antidote for these same effects and indirectly attacks causes of absenteeism by taking pressure off students who would otherwise be ensnared in unfinished details and seek relief from this

(Continued on next page)

LEWIS R. TOLL, Editor
MARY BELL, Associate Editor

THE DEMONSTRATION AS AN AID IN TEACHING BUSINESS MACHINES

Contributed by Frank A. Grant, Mimeograph Division, Ward Harris, Inc., San Francisco, California

EXPLAINING thoroughly, showing an operation, and then presenting a quick review of the points made is an excellent method of presenting the mimeograph process or other types of office machines to a large group of students or potential customers.

A description of the demonstration of duplicating machines which Ward Harris, Inc., has provided for local schools and colleges may be helpful to the teacher in arranging and presenting similar demonstrations. The entire third floor of our building is devoted to an exhibit and demonstration room. Chairs are so arranged that everyone will have a clear view of the entire proceedings. A large mirror tilted at the proper angle is located behind the equipment being demonstrated. This mirror gives the audience a downward view as well as a forward view when looking directly at the equipment.

Pegboard displays with stencil duplicating products, all special stencils, styli, lettering guides, screen plates, color samples, inks, and correction fluid are arranged around the demonstration area. This display enables viewers to see at one time all the products that are available for the process.

When conducting sessions for twenty or more persons, it has been found that the demonstration is most effectively presented by two people. One person does the talking, and the other person operates the equipment. Quite often, for a more interesting effect, the two persons conducting the session alternate between talking and demonstrating.

Business students are always interested in the history and romance of office practices. The sessions usually start with a quick review of the process—from the first mimeograph manufactured by A. B. Dick more than seventy years ago to the high-speed electric machines of today. Usually one early model is available for a quick demonstration.

Instructional sessions can also be held in a classroom of the high school or college. However, this presentation cannot be as complete as it is impossible to transport all the necessary items for a complete session. Therefore, when a session is held at a school, usually the demonstration is made on whatever equipment is provided in the business education department. Only a limited amount of special stencils and related products are presented at this time.

Copies are always handed out to the students to take back to class. This is, as a rule, done after the session;

however, in small groups the distribution of copies is made during the demonstration.

Professional demonstrators consider presentations before students a pleasure. As audiences they are an interested and attentive group, and their questions are intelligent. Much has been written in education journals concerning the need for the cooperation of business teachers and business firms. The reverse is also true, and progressive businesses welcome the opportunity to keep in touch with education and with the businessmen and women of tomorrow who are now in our classrooms.

(Please turn to page 34)

Bookkeeping

(Continued from page 26)

pressure by even more absenteeism. The teacher is also more likely to see the whole picture of his class and is not so likely to become "bogged down" in the multitudinous details of each bookkeeping transaction.

The auditors by applying their initial bookkeeping knowledge on repeated occasions are completing the course with abilities in the subject far ahead of what is ordinarily expected of them. What of the teacher? Still plenty of work for him to do, it's true, but by using the auditing approach in his re-teaching he knows he has projected his own bookkeeping knowledge more effectively into the lives of his pupils than would be possible had he worked alone.

EXHIBIT A. REGISTRATION SHEET

Register below if you need the services of a student auditor; state difficulty.

Student	Difficulty	Auditor assigned	Time given for help	Auditor's comments
John S. ¹	Making out statements	Lena M.	5 min.	Addition mistakes
Mary K. ²	Post-closing Trial Balance	Dick L.	7 min.	Failure to close accts.
Joe B. ³	"Everything"	Ray O.	90 min.	Catching up
Alice L. ⁴	Trial Balance	Kay W.	14 min.	Posted wrong
Tom J. ⁵	Journalizing	Bob S.	15 min.	Analyzing transactions
Shirley M. ⁶	Cash discounts	Lynn A.	3 min.	Explanation of entry

¹Average student; works too hastily.

²Easily confused; absent occasionally

³Absent frequently; extra time after school given by auditor working with Joe.

⁴"Slow" student; attendance good but quality of work low.

⁵Tom is a "plodder"; initial learning is slow but retention above average.

⁶Missed class yesterday; good student; needed only explanation.

WHAT WE KNOW ABOUT OFFICE AND CLERICAL PRACTICE—FROM RESEARCH

Contributed by the Sub-committee of the Joint Committee on Coordination and Integration of Research in Business Education

THE BUSY classroom teacher does not have the time or the opportunity to make a comprehensive analysis of professional research even though he knows that much might be gained in improved practices by utilizing new findings. As a special service to the thousands of diligent classroom teachers who find themselves unable to keep abreast via traditional channels the Joint Committee on the Coordination and Integration of Research in Business Education is presenting, through its Sub-Committee on Dissemination of Research in Business Education, a series of simple, non-technical articles of useful and practical values and implications of the latest research. It is hoped that the classroom teacher will be more readily able thereby to apply new ideas and suggestions to classroom situations.

Title: PATTERNS OF PERFORMANCE AS AN AID TO TEACHING CLERICAL SKILLS
Doctoral Study By: ELIZABETH T. VAN DERVEER, State Teachers College, Montclair, N. J.
Purpose: To develop patterns of performance which would provide efficient aids for teaching certain office skills required by beginning clerical workers.

SIGNIFICANT FACTS AND CONCLUSIONS THAT THE CLASSROOM TEACHER NEEDS TO KNOW

1. *Clerical Jobs Involve "Assumed Learnings."* Many of the tasks assigned to junior clerical employees involve the performance of "little things" that are sometimes assumed learnings such as collating, using the stapler, and fanning cards or papers.

2. *How "Assumed Learnings" are Mastered.* "Assumed Learnings" are achieved by the alert worker who experiments until he finds the quickest, smoothest, most efficient way to perform a routine job; the less alert worker attacks an assignment with little or no thought of improving his working habits. Since most clerical workers must be taught to develop a pattern for the work they do, the patterns of performance suggested in this study are a means of increasing the productive capacity of the clerical trainees in the classroom.

3. *Advantages of a Pattern of Performance.* There are two main advantages in using patterns of performance as an aid to teaching when they are used correctly. There is little or no neglect of small but important components of the total job; the teacher teaches by doing, not by telling.

When the use of the pattern is preceded by a discussion of the relation of the single operation to the whole duty, the pupils are trained to examine the whole rather than a single segment of the learning process.

Each pattern is presented so that it leads into the next operation to be performed and finally to the clearing of the work area. The resulting concomitant learnings are important to the development of better-trained office workers.

4. *How to Set Up a Pattern of Performance.* An illustration of a pattern of performance for a mailing operation is given below. The form states the main duty or task classification is mailing, lists the operation, and states the equipment and materials needed. The steps are a breakdown of the actual process of opening envelope flaps for a large mailing job; the key points emphasize special techniques or cautions the worker should observe. In the actual handling of a large mailing there would be several patterns in a series—folding the circulars, opening the envelope flaps, stuffing the envelopes, sealing the envelopes, stamping the envelopes. If labels were used for addressing the envelopes this operation might also be included.

TASK: Mailing

OPERATION: Opening envelope flaps preparatory to stuffing

Equipment: Large table or desk, boxes for materials

Materials: Addressed envelopes

Steps	Key Points
1. Pick up several envelopes with the left hand, flap uppermost, and to the left.	1. Pick up thirty at a maximum.
2. Fan the envelopes slightly.	2. Expose the top edge.
3. Lift the flap of the first envelope with the right fingers and thumb.	3. Keep the thumb on top of the flap.
4. Slide the first flap under the flap of the second envelope.	
5. Grasp the flap of the second envelope and pull it and the first envelope forward with the right hand.	
6. Release the second envelope from the left hand to permit it to be held by the flap between the thumb and fingers of the right hand.	
7. Repeat process until all flaps have been raised.	
8. Fold the flaps back to keep them open for future use.	
9. Place opened envelopes to one side on the table, or store in box.	9. Stuffing may be done immediately after the flaps of each set of envelopes are opened, or it may be delayed until the flaps of all envelopes are opened.

UNITED SERVICES

RESEARCH IN GENERAL CLERICAL

5. *Limitations of a Pattern of Performance.* The pattern of performance is not an escape from the duties of teaching. It should almost never be given to a single student to use without previous instruction and demonstration by the teacher although individual use for review purposes is encouraged.

HELPFUL SUGGESTIONS THAT THE CLASSROOM TEACHER CAN APPLY TO CLASSROOM PRACTICES

Steps Recommended for Effective Use. Successful use of the pattern depends to a considerable degree on the teacher's preparation and ability to demonstrate. He must:

1. Prepare the pattern for each operation to be taught.
2. Secure the equipment and supplies listed on the operation sheet.

Interrupting the demonstration to check equipment or to gather supplies distracts the student's interest and disrupts the teaching process.

3. Prepare one set of material for each student and one for the teacher.
4. Explain the purpose of the project to the student. Key Point—Seek suggestions for the sequence of operations for the whole task. Be sure the ultimate objective is understood.

5. Give the student one packet of supplies. Key Point—Include one copy of the job instruction sheet.

In some cases, it may be prudent to withhold the job instruction sheet until the demonstration has been completed.

6. Demonstrate the operation at the expert level. Key Point—Follow the job instruction sheet exactly.

This necessitates complete understanding of the operation being performed plus previous practice by the teacher. It is important that the pattern be followed exactly. During this speed demonstration, it may not be possible to discuss each step in the operation; however, this is taken care of in the next step.

7. Demonstrate the pattern of performance a second time, pausing before each step of the operation to read the directions. Key Point—Explain key points thoroughly.

This slow-motion performance enables the student to see each step of the operation in detail and allows ample time for explanation of key points. It is slow motion only in that there is time between the steps; each step is performed quickly after the directions have been carefully studied.

8. Read the directions for the first step with the student.
9. Execute the first step according to the directions.
10. Repeat steps 8 and 9 until all the steps have been completed.
11. Ask the student to perform the complete operation until he is familiar with each step.

12. Check constantly for accuracy of student performance; give assistance where necessary.
13. Commend good performance.
14. Redemonstrate when necessary.
15. Perform the operation again at the expert level with student observation. Key Point—Insist upon observation and not participation.
16. Request the student to file the breakdown in his personal folder for future use.
17. Clean up the work area.

Patterns Useful for Review. In addition to the use of the patterns for class instruction, they may be used by the student individually in recalling the steps of the skill when such recall is necessary. By following the written pattern of performance, both he and his teacher are assured that he is performing the steps of the operation in the right sequence and is not overlooking any important part of the total task. If the occasion demands it, a student who previously received instruction may teach another by following the breakdown sheet. Such teaching should be at least partially supervised by the teacher.

Patterns Are Adaptable to All Groups. The patterns of performance may be used for individual or group instruction at all age- or grade-levels at which training in the task is justified.

How the Study Was Developed

Research Techniques Used. The clerical duties listed by previous research were grouped into seven main classifications: mailing; filing and sorting; typewriting; duplicating adding machine operation; nonspecialized skills; and telephoning. The duties were then broken down into operations for which 67 patterns of performance were developed.

Sources of Data. Data on actual clerical operations were obtained by observing the work of 713 clerical workers in 17 diversified business organizations.

How the Classroom Teacher Can Obtain the Study

Original: The study may be obtained by applying to the Library, School of Education, New York University, Washington Square, New York 3, N. Y. The study represents the EdD thesis of Elizabeth T. Van Derveer, completed in 1951. The full title is "A Study of the Patterns of Performance for the Most Frequent Duties of Beginning Clerical Employees."

NOTE: An abstract of Dr. Van Derveer's study, "Patterns of Performance for the Most Frequent Duties of Beginning Clerical Employees," may be obtained from The Treasurer, Alpha Chapter of Delta Pi Epsilon, Packard Junior College, Lexington Avenue and 35th Street, New York City, for a mailing fee of 25 cents. Articles based on the study have been published in the AMERICAN BUSINESS EDUCATION YEARBOOK, Vol. X, p. 258-282; and in THE NATIONAL BUSINESS EDUCATION QUARTERLY, Vol. XX, p. 26-31 (March 1952).

UNITED SERVICES

BASIC BUSINESS

GLADYS BAHR, Editor

HOWARD M. NORTON, Associate Editor

A PUPIL-CENTERED BUSINESS LAW CLASS

Contributed by Dale E. Mantz, Parkland High School, Allentown, Pennsylvania

BUSINESS law is one of the most popular elective subjects in our high school; in fact, we have difficulty finding space for all the students who want to enter the class.

The students' first assignment is to write a short paragraph telling why they elected business law and what they would like to study and have discussed. From time to time, they are given opportunities to suggest other topics for discussion. Sample discussions on topics which affect all students are discussed in the first few periods. Such topics as compulsory school attendance, permission to do work, and regulations for driver's license are early favorites.

A popular choice of content is a unit on the administration of the law. Students are interested in the functions of courts and ask questions anxiously. After material on the administration of the law has been covered, the class works on the (mock trial) project. Each member of the class has a part in this project. This creates a great deal of interest early in the year. The business law class goes to the court house, where, in addition to sitting in on a session of court, the class is taken on a tour of the county offices and meets the county officers. Students are fascinated by the handcuffs, pistols, clubs, and other articles that the sheriff displays. Sometimes one of the students is handcuffed or roped before anyone notices what is happening. Another favorite point of interest is the county jail. The trip provides tremendous interest and motivation throughout the year. County officers come to the school to discuss wills, deeds, marriage and other kinds of licenses.

The first few tests given at the beginning of the year are not used for grading purposes. These are short quizzes given for the purpose of orienting the students to the types of tests that will be given throughout the year. Various types of objective tests are carefully prepared to measure the student's knowledge of legal terms; borderline situations, ambiguous statements, and trick questions are avoided. For obvious reasons, the ordinary "yes-no test" is not an accurate testing means. Short "true-false correction tests" are used to test the student's knowledge of only the most common business law terms.

To have students satisfied with their grades is to have them understand the grading system. Grading by a point system can be very easily adopted by the business law class and is probably the fairest means of grading in the eyes of the students.

When students of the business law class say "thank goodness it's Friday," they say it for two reasons. First, because they are glad that it is Friday; second, because they like the Friday activities in the business law class. After four days of subject matter and typical classwork, the class needs a change. The class is divided into groups of five. The class elects the group leaders and the group leaders select the remaining four members of the group. Each group, then, selects a topic to discuss on Friday. The topics usually deal with laws that should be changed and how they should be amended, or what new laws are needed. There have been interesting discussions on universal military training, should the voting age be reduced to the drafting age, should gambling be legalized in our state, euthanasia, and on issues that make up the current headlines. It is each person's responsibility to get some information about his topic. This encourages the reading of newspapers and magazines and the use of references. After each member of the group has given his viewpoints, the class is invited to ask questions or to make contributions.

Attitudes

Too often business law is a subject that seems to be more attractive to students than it is to the teacher. Perhaps one of the reasons why students are so interested is that at the eleventh- or twelfth-grade age, students are very interested in right and wrong and they enter the class eager to learn what the law allows and does not allow.

The importance of seeking the advice of a lawyer when the need for expert consultation arises is stressed. It is also emphasized that in other situations a lawyer's help is unnecessary; for example, in completing simple income tax forms or filing a claim for veteran's insurance benefits, the government provides the necessary individual help when it is desired.

The choosing of the jury, the duties of the jury members, and court procedure are stressed. At the time of the court house visitation, the students are told that if a citizen is subpoenaed for jury duty, it is his duty to serve without trying to be excused from his obligation to society.

As it has been stated many times, most people do not lose their jobs because they lack the skill to do their job, but because of some character or personality defect which prevents them from getting along with their fellow workers. All through the business law course we emphasize that if we want others to respect our rights, we must in turn respect the rights of others. This is a challenge to the business law teacher.

UNITED SERVICES

OFFICE STANDARDS AND COOPERATION WITH BUSINESS

ERWIN M. KEITHELY, Editor
FRED C. ARCHER, Associate Editor

THE DEVELOPMENT OF DESIRABLE PERSONAL TRAITS FOR SUCCESS IN OFFICE WORK

Contributed by Mearl R. Guthrie, University of Cincinnati, Cincinnati, Ohio

NUMEROUS studies have shown that the lack of personal traits out-ranks the lack of vocational skills as a cause for discharge of office workers and as a cause for the failure of office workers to be promoted. The problem of whether or not we should attempt to teach acceptable personal traits in the schools has been mentioned many times. Some persons believe that once a particular personal trait or a pattern of traits is established it cannot be changed; but others believe that through training any person can acquire an acceptable business personality.

Many businesses are willing to do anything within reason to help employees improve their business skills. Examples of this are: the payment of night school tuition, business apprenticeship, in-service training, and the like. Employers are willing to help an employee with his personal traits also, but they know from experience that it is very difficult if not impossible to change personal traits of employees after they are on the job. For instance one can think of students, friends, and employees who are habitually late. It seems that some people just cannot make an appointment on time while others are never late.

Naturally there are many factors involved in the development of a specific personal trait such as home environment, interest in what one is doing, and formal schooling. Whatever the cause may be we know that once a person has developed a particular personal trait it is difficult to change. Even penalties such as deductions from one's pay are not universally effective. However, evidence available on causes of failure in office positions should encourage all teachers to make some attempt toward evaluating and developing the personal traits of their students.

In a study made recently by the writer over one hundred offices were visited and the problem of personal traits in business was discussed with office and personnel managers. The personal trait mentioned most frequently by these people was the ability to get along with others—both fellow workers and superiors. It is interesting to note that on the basis of this personal trait the personnel and office managers were able to name immediately those employees with extremely satisfactory or unsatisfactory traits.

As teachers of clerical subjects we have an opportunity

to encourage our students to acquire satisfactory personal traits for office work. It is much easier to explain and discuss desirable personal traits for business in the classroom than it is in the normal office situation. Students are more receptive to advice and with considerable literature available, it is easy to explain the "reason why" certain personal characteristics are necessary if one hopes to be successful in business.

Getting Along With Others

In most clerical classes it is possible to permit and encourage cooperation with one another. If a student has a problem he should feel free to discuss it with another student. This type of cooperation should be encouraged by the teacher because it is approaching the real office situation and it provides students an opportunity to explain a procedure to another student which helps both of them.

The teacher should help establish a cooperative attitude. He can do this by letting students help with the checking of papers, the taking of attendance, the planning of work, the setting up of schedules, and the like. It is too much to expect students to work cooperatively in an autocratic classroom.

Being on Time

The development of personality can best be approached by explaining to the students why they should make every appointment on time. Explain to them that they have a contract with the school to be in class at a certain time each day and they should keep their part of the contract. Of course, the teacher should set a good example by being there on time. It should be explained to the class that a very desirable habit of being on time can be developed if a person will only work at it for a little while. Actually it could be said that there can be no excuse for being late if a person plans to meet his obligations in advance. Punishment should be used only as a last resort in the training for punctuality. An explanation of the reasons for developing this trait will do much more for an individual than any number of punitive measures.

In most cases if a student understands the reason for doing something, the results will be more helpful and satisfying to both student and teacher. Rules and regulations are necessary to run any school or office, but why not explain the reasons these must be adhered to. In most cases there is a desirable personal trait involved in the understanding of these rules and regulations. Why not get our students thinking in terms of developing a

UNITED SERVICES

OFFICE STANDARDS

desirable trait rather than thinking of following or breaking regulations?

It should be re-emphasized at this point that if we are to be good business teachers we should take the results of research and the advice of employers and do something about personal traits. Let's not think of personality as some people do of English—that it should be taught in a class by that title only. The time is now. The subject is any subject and the class is any class.

Shorthand

(Continued from page 23)

3. He has trained himself to keep his eyes on his notes.
4. He is able to read ahead in his notes, keeping the "sense" of the material he is transcribing well in mind.
5. He is confident of his ability and preparation to produce acceptable transcript, and that quiet confidence makes for productive work.

Resultant Ease of Transcription

When a Stenograph transcriber goes to the typewriter with his notes after a dictation session, he finds it easy to practice good transcribing techniques. (See illustration.)

He places his notes in the transcribing box and adjusts it for easy reading. He can sit back in his chair, relaxed and comfortable, because the notes are directly ahead of him. He has confidence in his ability to read them without hesitation, and accurately, because they are

in plain English type, machine made. Obviously, they cannot get "cold."

It is easy for him to keep his eyes on the notes, and when the end of the transcribed fold is reached, only one hand is lifted from the typewriter keyboard to turn the fold. Because the strip of paper tape is only two and one-half inches wide, the eyes travel only in one direction; the transcriber does not lose his place.

Because the notes are easily read, the typewriter keeps moving and the transcriber controls his reading rate by his typewriting speed. He reads ahead at least one word—sometimes two or three if the words are short. The typewriter moves continuously; there is no starting and stopping.

He has learned to translate the Stenograph note patterns he is reading into typewritten words. When he sees the outline "sa" in his notes, he does not copy it as such, but translates it into "say." The fluency of his transcribing helps him carry the meaning of the dictation in his mind and the finished transcript becomes an accurate transcript.

Interchanging notes for transcription is practical and satisfactory. In some offices the operator takes the dictation and the notes are divided for transcription among typists who have learned to read them. In other offices the transcribing load is equalized by distributing the notes among the operators.

Stenograph teachers, students, operators, and reporters often correspond with each other in notes. They are as easy to read as any typed material to the operator and trained reader.

(Continued in the March 1954 issue)

Typewriting book with a wealth of material!

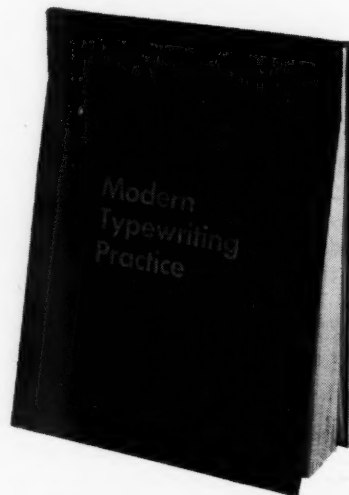
Modern Typewriting Practice Altholz and Altholz

Teachers everywhere are enthusiastic over the wealth of material in this new typewriting book. You will find, too, that it is unique in its abundance of timed writings, letters, tabulations, drills, remedial exercises, supplementary practice material and illustrative material.

Unlike most competing texts, it allows you to plan your own lessons in advance—to meet the particular needs of your class. What's more all the drills are grouped so that you can put your finger on them in a minute.

A very handy and valuable Teacher's Manual accompanies the book. Write today for your approval copy of Modern Typewriting Practice and discover the many advantages it affords you and your students. 352 pages, 8¾ x 11

PITMAN Publishing Corporation
2 W. 45th St., New York 36



Joint Divisions to Accent Study Groups

Business educators from coast to coast will meet at the Conrad Hilton Hotel in Chicago on February 11-13 to discuss "Evaluation of the Business Teacher-Education Program" and related topics. Two of the sessions will be held in cooperation with the American Association of Colleges for Teacher Education. The convention will open with an address by Robert E. Slaughter of New York City. Harry Huffman, NABTTI president, of Blacksburg, Virginia, will preside at this session.

Other persons who will participate in the first session of the convention are Donald Tate, Lubbock, Texas; Dorothy L. Travis, Grand Forks, North Dakota; Lewis R. Toll, Normal, Illinois; Cameron Bremseth, Collegeboro, Georgia; and Milton C. Olson, Albany, New York.

The chairmen for the first series of group conferences are John M. Trytten, Ann Arbor, Michigan; Sister M. Alexius Wagner, Washington, D. C.; Earl S. Dickerson, Charleston, Illinois; Robert P. Bell, Muncie, Indiana; Kenneth Zimmer, Richmond, Virginia; Harold E. Binford, Gunnison, Colorado; James T. Blanford, Cedar Falls, Iowa; Dean R. Malsbary, Storrs, Connecticut; and E. C. McGill, Emporia, Kansas. S. Joseph DeBrum of San Francisco will be the moderator for the panel which follows the conferences.

On Friday morning, Elvin S. Eyster of Bloomington, Indiana, will present the report of the NABTTI Committee on Evaluative Criteria. This will be followed by a panel composed of Paul A. Carlson, Whitewater, Wisconsin; Vernon V. Payne, Denton, Texas; and S. J. Turille, Harrisonburg, Virginia.

The chairmen for the second series of group conferences are Lloyd V. Douglas, Cedar Falls, Iowa; Clyde I. Blanchard, Tulsa, Oklahoma; J. Frances Henderson, Los Angeles, California; Hamden L. Forkner, New York City; Margaret H. Ely, Pittsburgh, Pennsylvania; Russell J. Hosler, Madison, Wisconsin; Paul F. Muse, Terre Haute, Indiana; and Ray G. Price, Minneapolis, Minnesota. Peter L. Agnew of New York City will be the moderator of the panel which follows the second group of conferences. The names of more than sixty other leading business educators appear on the official program as principal discussants in the conferences.

Other Sessions

The UBEA Administrators Division president, Gladys Peck of Baton Rouge, Louisiana, will preside over the session at which the following persons will speak; Leslie Whale, Detroit; Estelle Phillips, Washington, D. C.; R. L. Higginbotham, Houston, Texas; Parker Liles, Atlanta,

Georgia; Frank Herndon, University, Mississippi; Gladys E. Johnson, Little Rock, Arkansas; Marie Louise Franques, Lafayette, Louisiana; and Henry C. Semple, Lake Charles, Louisiana.

H. G. Enterline of Bloomington, Indiana, will preside at the session sponsored by the UBEA Research Foundation. In addition to the guest speaker, President Enterline plans several concurrent discussion groups which will consider some special research projects.

Dorothy H. Veon, State College, Pennsylvania; and Mary Brown, Salt Lake City, Utah, will speak at the international section which will be presided over by the U. S. Chapter president, Robert E. Slaughter.

At the final session of the convention, Helen Reynolds of New York City will lead a discussion on "What Can Business Education Do To Combat the Growing Criticism of Teacher Education?" John L. Rowe, DeKalb, Illinois; Charles E. Kauzlarich, Kirksville, Missouri; and Paul S. Lomax, New York City will speak at the closing session.

FBLA Convention

Mary Bartram Robeson, national FBLA president, has announced that the Baker Hotel in Dallas, Texas, will be headquarters for the 1954 national convention of the Future Business Leaders of America.



NOMINATING COMMITTEE . . . Seven presidents of state affiliated associations were among the members of the UBEA Nominating Committee present at the meeting in Birmingham in November. They are Sara Zeagler, Ida Mae Pieratt, Gladys E. Johnson, Louise Moses, Della Rosenberg, Marie Louise Franques, and Mary George Lamar. Miss Lamar, chairman of the committee, is not shown in the photograph.

The convention will open on June 13 with an informal reception and tour of the city.

Each state chapter of FBLA will send two delegates and each local chapter has the privilege of sending two representatives to assist in conducting the business of the National Chapter. All sessions of the convention are open to members who comply with the convention rules and regulations as published in the December 1953 issue of the BUSINESS EDUCATION FORUM. Official registration forms will be mailed to chapter sponsors prior to the meeting.

The Dallas convention will have several "headline" speakers and a number of interesting events. All traffic lanes will lead to Dallas in June. It is anticipated that more than 800 delegates, representatives, and sponsors from the state and local chapters will attend the 1954 convention.

The Future Business Leaders of America organization is sponsored by the UBEA. Members of the FBLA Board of Trustees are Hamden L. Forkner, Gladys Peck, Ray G. Ruppel, E. C. McGill, and Jessie Graham. The FBLA Executive Committee is composed of the national FBLA officers and their respective state chapter sponsors, the national FBLA director, and the members of the Board of Trustees who are the official representatives of the sponsoring organization.

1954 UBEA Nominating Committees

UBEA members will have an opportunity in April to vote for one of two candidates to represent them on the National Council for Business Education. The 1954 Nominating Committee, appointed by the president, is composed of five subcommittees—one for each UBEA Region. There are 29 high school teachers, 20 college or university professors, and 3 supervisors of business education on the committee. Each state, Hawaii, and Puerto Rico have representation on the committee.

The duties of the members are (a) to present the names of UBEA-NEA members for consideration as nominees, and (b) to rank the list of nominees for determining the two persons who will become the candidates in their respective regions. The ballot carrying the names of the two nominees will be mailed to the professional and limited members of the Association.

The National Council for Business Education is composed of the fifteen elected members, four UBEA officers, presidents of the four UBEA Divisions, and the presidents of the three UBEA regional associations. This group elects the UBEA officers at the annual meeting held each June.

Members of the 1954 Nominating Committee and the state each represents are as follows:

Eastern Region. Edward L. Cooper, New York, Chairman; Lewis D. Boynton, Connecticut; Edward Williams, Delaware; Mary McLaughlin, District of Columbia; Wayne A. Alston, Maine; Joseph Murray, Maryland; Lester I. Sluder, Massachusetts; Eva A. Owen, New Hampshire; George B. Pontz, New Jersey; Benjamin Kuykendall, Pennsylvania; Pricilla M. Moulton, Rhode Island; Vollin B. Wells, Vermont; and Alice Mabel Gonzales, Puerto Rico.

Southern Region. Mary George Lamar, Alabama; Gladys E. Johnson, Arkansas; Della Rosenberg, Florida; Ernestine Melton, Georgia; Vernon Anderson, Kentucky; Marie Louise Franques, Louisiana; Ida Mae Pieratt, Mississippi; Lois Frazier, North Carolina; Sara Zeagler, South Carolina; Cliffie Spillman, Tennessee; Louise Moses, Virginia; and Reed Davis, West Virginia.

Central Region. Ray L. Ruppel, Wisconsin, Chairman; Edith Sidney, Illinois; Arnold G. Corder, Indiana; William J.

Masson, Iowa; Catherine Riggs, Michigan; Warren G. Meyer, Minnesota; Elsa Brase, Missouri; and Harold Leith, Ohio.

Mountain-Plains Region. Floyd Kelly, New Mexico, Chairman; Marie Robinson, Colorado; Ruben Dumlér, Kansas; Jamesine Bourke, Nebraska; Herbert Schimelpennig, North Dakota; Ida Mae Cook, Oklahoma; Quentin Oleson, South Dakota; Ruth Fetterman, Texas; and Marie Thayer, Wyoming.

Western Region. Leonard Carpenter, Oregon, Chairman; A. W. Flowers, Arizona; Milburn D. Wright, California; Phillip S. Atkinson, Hawaii; Helen M. Payne, Idaho; Beulah K. Morris, Montana; Kathleen Griffin, Nevada; Jesse Black, Utah; and Ernestine Evans, Washington.

The National Council for Business Education is also the Executive Board of the Association. A story concerning the activities of the Council will be featured in a forthcoming issue of the FORUM.

NABTTI Bulletin Board

North Carolina Conference. Plans are underway for the thirteenth annual business education conference to be held at The Woman's College of the University of North Carolina, Greensboro on March 13. The conference, held annually for business teachers from high schools, colleges and business schools, is sponsored by the Business Education Department of Woman's College and Zeta Chapter of Delta Pi Epsilon, national honorary graduate fraternity in business education.

"How To Achieve Practical Office Standards" is the topic for this year's conference. T. James Crawford of the School at Indiana University will be the keynote speaker and panel leader. The morning session will be devoted to a discussion on "Measuring Standards In Business Education." In the afternoon a group of office managers will present their views on what constitutes acceptable office standards.

Indiana Clinic. The Annual Business Education Clinic sponsored by the Commerce Department of Indiana State Teachers College will be held Friday and Saturday, April 9 and 10, 1954. The program on Friday will be devoted to improved techniques of classroom teaching

in basic business, typewriting, shorthand, and bookkeeping. Demonstrations will play an important role in this part of the program. In addition to the regular staff members at the college, guest speakers will appear on this part of the program.

The Saturday program will consider ways by which business and economic information can be made a part of the general education of all secondary school pupils. Elvin S. Eyster of Indiana University will lead this part of the program and will be assisted by an able panel of high school superintendents, high school principals, business teachers, and representatives from teacher education institutions.

Modern Teaching Aids

(Continued from page 27)

The following is an outline of a typical group session held for business education students:

1. INTRODUCTION
 - a. Opening statements
 - b. Story of Mimeograph process and presentation of the flatbed A. B. Dick Mimeograph
2. MIMEOGRAPH DEMONSTRATION
 - a. Sign stencil
 - b. Letterhead paper fed
 - c. Raise, lower adjustment; lateral copy adjustment, angular adjustment
 - d. Feeding note-size paper
 - e. Blockouts
 - f. Feeding of postcards
 - g. Die-impressed stencil run
 - h. Form-topped stencil run
 - i. Color work
3. MIMESCOPE DEMONSTRATION
 - a. Tracing illustrations
 - b. Screen plate work
 - c. Lettering guide work
 - d. Ruled forms
 - e. Signatures and handwriting
4. SPIRIT DUPLICATOR DEMONSTRATIONS
 - a. Lettersize copy
 - b. Note-size copy
 - c. Blockouts
 - d. Postcards
 - e. Color work
5. MECHANICAL COLLATOR DEMONSTRATION
 - a. Mechanical gathering of letter-size sheet
6. PLASTIC BINDING DEMONSTRATION
 - a. Binding of letter-size booklet

AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

The announcements of meetings, presentation of officers, and special projects of affiliated, cooperating, and UBEA regional associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA district which has unified its program of activities with UBEA and has an official representative on the UBEA National Council for Business Education. A cooperating association is defined as a national organization or agency for which the UBEA National Council for Business Education has established a coordinating committee.

AFFILIATED ASSOCIATION PRESIDENTS

Alabama: Mary George Lamar, Auburn
Arizona: A. W. Flowers, Phoenix
Arkansas: Gladys Johnson, Little Rock
California: Milburn Wright, San Jose
Colorado Eastern: Zane Hays, Sterling
Colo. Southern: Katherine McIntyre, Pueblo
Colo. Western: Reba Wing, Grand Junction
Connecticut: Lewis Boynton, New Britain
Delaware: Ed. Williams, Rehoboth Beach
Florida: Della Rosenberg, Starke
Georgia: Gerald Robins, Athens
Idaho: Helen M. Payne, Twin Falls
Illinois: Edith Sidney, Chicago
Ill. Chicago Area: Ada Immel, Skokie
Ill. Southern: Margaret Williams, DuQuoin
Ind. Indianapolis: Winifred West, Indianapolis
Ind. Evansville: Olive Smith, Oakland City
Ind. Ft. Wayne: R. H. Duffield, Columbia City
Ind. South Bend: Garth Coburn
Ind. Gary: Sonia Leskow, Gary
Iowa: William Masson, Iowa City
Kansas: Nora Stosz, Wichita
Kentucky: John Tabb, Louisville
Louisiana: Kenneth LaCaze, Ruston
Maryland: Joseph Murray, Baltimore
Minnesota: Warren Meyer, Minneapolis
Mississippi: Ida Mae Pieratt, Hattiesburg
Missouri: Elsa Brase, St. Louis
Mo., St. Louis: Bro. James McCaffrey
Montana: Beulah K. Morris, Great Falls
Neb. Dist. 1: Jamesine Bourke York
Neb. Dist. 2: Alfreda Clark, Hastings
New Hampshire: Eva A. Owen, Colebrook
New Jersey: Emma Audesirk, N. Arlington
New Mexico: Becky Sharp, Portales
North Carolina: Mrs. W. W. Howell, Greenville
North Dakota: Donald Aase, Lisbon
Ohio: Harold Leith, Cincinnati
Oklahoma: Ida Lee Cook, Holdenville
Oregon: Leonard Carpenter, Portland
Pennsylvania: Benjamin Kuykendall, Phila.
Penn. Philadelphia: Evelyn Duncan, Phila.
South Carolina: Sarah Zeagler, Blythewood
South Dakota: Quentin Oleson, Centerville
Tennessee: Clifflie Spilman, Clarksville
Texas: Ruth Fetterman, Dallas
Texas Houston: Elizabeth Seuffer, Houston
Utah: Glen Collans, Ogden
Virginia: Louise Moses, Norfolk
Washington Eastern: Celeste Kinder, Cheney
Washington Central: Cora Harms, Sunnyside
Washington Western: Wm. Toomey, Seattle
West Virginia: Britton Lavender, East Bank
Wisconsin: Ernest May, Milwaukee
Wyoming: Marie Thayer, Casper
Tri-State: Ward C. Elliott, Wheeling, W. Va.
Inland Empire: Ed. Almquist, Seattle, Wash.

EASTERN REGION

Connecticut

L. D. Boynton, president of the Connecticut Business Educators Association, has announced that the Fiftieth Annual (Golden Anniversary) Convention will be held on May 8 at the Teachers College of Connecticut in New Britain. "Fifty years of Progress in Business Education in Connecticut" has been selected as the theme. Among the guest speakers will be Paul S. Lomax, Frederick Nichols, Madeline Strony, Dan Lesenberry, and Lester Sluder.

Other officers of the association are Michael O'Leary, vice president; Olga Sipolin, secretary; and Margaret Hart, treasurer. Directors are Marie M. Stuart, Clarence E. Schwager, and Laurent Fortin.

SOUTHERN REGION

Z. S. DICKERSON, JR., *News Editor*

West Virginia

The West Virginia Business Education Association had large groups attending the three sectional meetings at Huntington, Clarksburg, and Parkersburg. Vernon Musselman, chairman of the Department of Business Education, University of Kentucky, Lexington, spoke to the Huntington group. His topic was "Curriculum Adjustments in Business Education." Reed Davis, Department of Business Administration, West Virginia Institute of Technology, Montgomery, reviewed his study (recently completed at Colorado State College of Education) on "The Status of Business Education in West Virginia White High Schools, 1952-53" at the Clarksburg and Parkersburg meetings. Audio-visual teaching aids were displayed and explained by Fred Gilchrist of West Virginia Institute of Technology at all three meetings.

Nancy Alderson, Nitro High School, Estell Randall, Shinnston High School,

and Margaret Faust, Weir High School, were recently added to the executive committee. Other officers of the organization are Britton Lavender, East Bank High School, president; Cory A. Rayburn, Point Pleasant High School, vice president; Raymond Peak, Hurricane High School, secretary-treasurer; and Reed Davis, West Virginia Institute of Technology, college representative.

South Carolina

The thirty-third spring convention of the South Carolina Business Education Association will convene in conjunction with the South Carolina Education Association in Columbia on March 26, 1954. The annual luncheon will be held in the University High School Cafeteria on Friday, March 26, at 1:00 P.M. The luncheon reservations should be made through Dorothy Van Patten, University High School by March 19.

The inspirational address "Training Students to Meet the Standards in Business Offices," will be the feature of the program which begins at 2 o'clock in the University High School. Sara K. Zeagler, state president, has secured John A. Penery, office manager and assistant sales manager of South-Western Publishing Company, Cincinnati, as the guest speaker.

CENTRAL REGION

Minnesota

The Minnesota Business Education Association had its annual convention on October 29 and 30, in Minneapolis. On Thursday, Sears Roebuck and Company entertained the group at lunch and then took them on an educational tour of the store and offices. The Friday meetings were held at the Radisson Hotel in downtown Minneapolis. UBEA president, Lloyd V. Douglas of Iowa State Teachers College, and Ray L. Ruppel of Waukesha (Wisconsin) High School were the guest speakers. The group listened to discussions on "Practical Application of Recent Research to Classroom Proce-

IN ACTION

dures," "Pertinent Developments in Business Education," "Organization of Local Chapters of Future Business Leaders of America," "The Use of Audio-Visual Aids in the Classroom," and "Public Relations for the Business Teacher."

In addition to the two out-of-state speakers, the following business teachers from Minnesota participated on the panels: Fred Archer, St. Cloud Teachers College; Roman Warmke, Austin Junior College; Marian Heinen, Humboldt High School, St. Paul; John Davitt, Alexander Ramsey High School, Roseville; Henry Howe, South St. Paul High School; Winifred Weld, Hutchinson High School; Gordon Swanson, University of Minnesota; Donald Beattie, State Department of Education; Wesley Grabow, University of Minnesota; Warren Meyer, University of Minnesota; and Mildred Johnson, Onamia High School.

Ray G. Price of the University of Minnesota, chairman of the program committee, was assisted by Fred Archer, Henry Howe, Marian Heinen, and Arthur Johnson. Jane Ann Harrigan, president of the Minnesota Business Education Association, presided at the general meetings and the business meeting.

New officers elected for the coming year are Warren Meyer, University of Minnesota, president; Fred Archer, St. Cloud Teachers College, vice president; Marie Carlson, Faribault High School, re-elected secretary; and Sylvia Weese, Mankato High School, treasurer.

Indiana, North Central

The activities of the North Central Business Education Section of the Indiana State Teachers Association have been twofold in nature. The most important and entertaining have been the dinner meetings that the officers and advisory committee have had throughout each year. These meetings have a purpose in that they serve to bring the business teacher leadership of the district in close comradeship, to bring out any differences that may arise, to inform each other of the different activities that are going on in the state, and to give time to plan the activities of the whole district for the year.

These dinner meetings are not closed affairs. Visitors are welcome. In fact, the various officers try to bring at least one guest business teacher to each meeting. These guests are encouraged to speak up and express their opinions and

ideas as well as the regular members. This guest idea has begun to pay off as we now have business teachers who attend as regularly as the officers. It is hoped that these meetings will some day become a regular part of the business teacher's professional routine.

The second activity is the Spring Workshop. This workshop is designed to meet the needs and desires of the business teachers of this district. Information as to what they desire is obtained by questionnaires at the October meeting or at the previous workshop. The work of the organization is financed through the voluntary contributions of the members.

On October 22, about forty of the business teachers of this section met at the Miles-Ames Laboratories in Elkhart, Indiana. After a short business meeting, the group made a quick tour of the plant and then a more extended tour of the business offices. The employees and officials were very cooperative in explaining the different types of business machines and the work of each department. The tour was very interesting and helpful, but there was just too much to see in one afternoon.

Officers of the Section are Garth Coburn, Michigan City High School, president; Mary Dunn, Mishawaka High School, vice president; Ethel Grogg, Goshen High School, secretary; and Harvey Postma, Nappanee High School, treasurer. Advisory council members are Ruth Ann Foulke, Annajane Puterbaugh, Ralph Replogle, J. Galen Diekey, and Richard Bauer.

WESTERN REGION

Arizona

The Arizona Business Education Association held its semi-annual meeting in Tucson on November 6 in conjunction with the state convention of the Arizona Education Association. This is one of two planned meetings held by the business educators of Arizona.

Plans for the meeting held in Tucson were drawn up by A. W. Flowers, North Phoenix High School, Phoenix; Dick Mount, Arizona State College, Tempe; J. Kushibab, Phoenix Technical School, Phoenix; and Florence W. Toland, University of Arizona, Tucson.

The general theme of this meeting was personnel relations. Included on the program was a representative from busi-

ness, Jack Grady, personnel manager and labor relations chief for the Fisher Contracting Company, who spoke about "Work Habits and Other Traits Necessary for Success on the Job." Mr. Grady was followed by Donald Robertson of South-Western Publishing Company who talked about "Modern Methods in Office Training Classes." After the formal part of the program, there was a demonstration of stencil-cutting, mimeoscope work, and general lay-out work for a duplicated (mimeograph) school paper presented by a representative of the A. B. Dick Company. Refreshments and a fellowship period were included. The teachers of Arizona are separated by great distances and find it stimulating to talk with one another at every opportunity.

DELTA PI EPSILON

Since 1940 Delta Pi Epsilon, honorary graduate fraternity in business education, has been making an annual award to the person having completed the study which represents the most significant contribution to research in the field of business education during the year.

Announcement of the award was made by H. G. Enterline, Indiana University, chairman of the Research Award Committee, on the occasion of the Delta Pi Epsilon Banquet held at the Hotel Jefferson in St. Louis on December 29, 1953. The award was given to James L. Stuart, Agricultural and Technical College of North Carolina, Greensboro, for his study, "A Scale for Determining the Attitudes of High School Business Education Students Toward Certain Aspects of Office Work," a Ph.D. Thesis completed at The Ohio State University under the direction of J. Marshall Hanna.

Announcement was also made of two additional studies which represent outstanding contributions to the field of business education: William B. Logan, Ohio State University, "Criteria for Evaluating a State-Wide In-School Distributive Education Program," a Ph.D. thesis; and William E. Jennings, Ohio State University, "Contributions of Business Education to General Education in the Secondary School," a Ph.D. thesis.

Judges for the contest were Ann Brewington, University of Chicago; Robert A. Lowry, Oklahoma A. and M. College, and William Polishook, Temple University.

The Future Business Leader

For Sponsors and Advisors
of FBLA Chapters

The Preparation of Sponsors for FBLA Chapters and Other Activities in Business Education

By MARY D. WEBB
*Illinois State Normal University
Normal, Illinois*

One important phase of the preparation of future teachers of business which is being done inadequately or neglected entirely today by most of our teacher education institutions is instruction and practice in the handling of extra-class activities. This is an extremely important phase of preparation because of the variety of such duties, some or all of which are sure to fall to the lot of the business teacher.

Extra-class activities are just as necessary in high schools today as are the regular classes. The students learn the processes of democratic living by planning and participating in group activities much more readily through the activity program than they do in the ordinary classroom situation. In business education the opportunities offered are varied. Besides the sponsoring duties which may fall to any high school teacher, the business teacher is often asked and expected to supervise the work of the mimeographed newspaper, to keep accounts for student funds, to sell tickets for athletic and other school activities, and to sponsor a departmental club.

Training For Sponsorship Is Needed

Granting then, that extra-class activities are of value to the students and to the school, there should be well-qualified teachers to assume the responsibility for their direction. Teachers today have been trained to conduct class-work, but they lack the training and experience in such things as supervising a club. Many teachers are not interested in this work because it is given to them on top of an already full program. This is especially true in the business department because most teachers, especially in the small high schools, are loaded down with the many business subjects they must teach. There is great need, if extra-class activities are as important as teachers are made to believe, that some allowance be made in the teaching load of those teachers who assume this extra responsibility.

But what arrangement can be made in the teacher education institutions to take care of this pre-service training? Some schools offer a general course in extra-curricular work which brings in the principles of sponsorship of classes, clubs, student councils, and home rooms. But even in these schools, there is need for the supervisor of student teachers in business education to take the responsibility for helping to prepare them for the extra-class duties. Many of these future teachers would enjoy working with students in this way, if they

were properly prepared in their pre-service days, so that they were familiar with the duties, knew what was being done by other teachers, and had collected materials for future use.

Two phases of the preparation for extra-class responsibilities are of greater importance for the work in the smaller school than are the others mentioned. The first of these is the publication of a mimeographed newspaper. Many of our business teachers have a good knowledge of grammar and punctuation, but have had no instruction or experience in journalism, so when they are asked to sponsor a newspaper they feel entirely at a loss as to how to begin. In discussing the publication with the student teacher, the supervisor of student teachers should bring in all phases of the production work. Such topics as the format of the paper, best ways of gathering news, the writing of features, headlines, and advertisements, and plans for selecting editorial and other staff members would need to be presented through discussion, special reports, or lectures. The supervisor should make use of the journalism, English, art, and advertising teachers in the college as resource people to present suggestions for that part of production in which they are experts.

The matter of financial arrangements will need some special attention. Some schools do not approve of asking merchants to buy advertising space. Other schools, however, think of the obtaining of advertisements as good business experience on the part of the students, because it offers them the opportunity for contacts with business.

Departmental Clubs

The second and perhaps the most common extra-class activity of the business teacher is the sponsoring of a departmental club. It becomes the responsibility of the supervisor to see to it that the future teachers have thought through carefully the value of clubs, the work entailed in chaperoning, in the handling of money, in helping to plan the set-up of the club, and in serving as adviser to the officers.

A consideration of suggestions of projects or programs that might be carried out in a club should make the work of sponsoring a very much easier task. Club projects and programs offer a wonderful opportunity for visiting business establishments, and for learning more about the community. Interviews with businessmen concerning job qualifications, salaries, joint projects with service groups, such as planning a business show,

FUTURE BUSINESS LEADERS

talks by businessmen at club meetings, studies of local community to see what its needs are, followed by a plan to work for at least one improvement, and a study of the opportunities in the community for various types of work are of inestimable value because they arouse an interest in the local community, cause the club members to be on the outlook for places to help, and give the businessmen more of an interest in what the school is doing.

Studying vocational opportunities and requirements, panel discussions by former students who are now in business, debates, demonstrations by champion typists and shorthand writers, planning and publishing a mimeographed newspaper, planning a follow-up of former students, and setting up a service committee to help ministers, Community Chest, and other community organizations, are only a few of the projects and programs which the club might sponsor.

Future Business Leaders of America

Within the past few years there has developed a national youth organization, the Future Business Leaders of America, which is providing for thousands of boys and girls enriched pre-employment experiences and a better preparation for business and community leadership. This organization operates as a part of the school system and is designed for students in all phases of business education in both high schools and colleges.

In 1941 the first chapter of the Future Business Leaders of America was chartered under the sponsorship of the National Council for Business Education. With the merger of the National Council and the Department of Business Education of the National Education Association to form the United Business Education Association in 1946, the Future Business Leaders of America became a sponsored activity of that association. During the past seven years, FBLA chapters have been formed in more than nine hundred high schools and colleges throughout the United States. State chapters are operating in almost one-half of the states.

The United Business Education Association as sponsor of the FBLA has established a unique administrative organization in the states. The state administrative organization consists of the elected state student officers and a committee of adults who assist in guiding and directing the program of activities at the state level and in providing continuity for the state program.

A national magazine, the FBLA FORUM, issued to all members, is published by and for the organization. A headquarters office with a staff of workers is maintained at the NEA Educational Center in Washington as a service to the various units of the organization.

National, state-, and district-level conventions are held each year. In addition to projects and programs similar to those used by local groups, the conventions give the members an opportunity to widen their friendships, to learn what other schools are doing, and to hear outstanding business speakers. Through planning the

conventions and carrying out state and national projects, these students are gaining the ability to work with a group, to preside at meetings to practice parliamentary law, to talk before a group, to elect officers democratically, to develop tolerance, and to see how democratic processes work.

Through actually organizing and operating a collegiate chapter of the Future Business Leaders of America, some business teacher education colleges and universities now provide an opportunity for education and experience in the best methods of conducting business clubs. Many of these collegiate chapters supervise the organization and operation of FBLA chapters in the area served by the college. When the graduates of these institutions become business teachers in our high schools and assume the responsibility directed to the business teacher, they will know how to conduct them wisely and will bring credit to the students, the school, the community, and to themselves. As business educators, we should not fail to show student teachers how FBLA as a strong national youth organization in which all local groups participate helps stimulate student interest in the entire program of business education.

REFERENCE SHELF FOR SPONSORS

- BUSINESS EDUCATION FORUM. "The 1954 FBLA Convention." *Business Education Forum* 8: 49-50; December 1953.
- BUSINESS EDUCATION FORUM. "Suggestions for Organizing FBLA Chapters." *Business Education Forum* 1: 48; March 1947.
- BUSINESS EDUCATION FORUM. "Future Business Leaders of America—National Constitution and By-Laws." *Business Education Forum* 1: 48-49; April 1947; 1: 44-59; May 1947.
- FENNER, ELAINE. *A Handbook for Advisers of High School Business Clubs*. Monograph 82. Cincinnati, Ohio: South-Western Publishing Company, 1953. 64 p.
- FUTURE BUSINESS LEADERS OF AMERICA. *Handbook for Future Business Leaders of America Chapters*. Revised 1953. Washington, D. C.: FBLA, Sponsored by United Business Education Association (NEA), 1953. 104 p. \$1.50.
- FORKNER, HAMDEN L. "Chapter Exhibits and Reports." *Business Education Forum* 8: 41-42; January 1954.
- FORKNER, HAMDEN L. "Why Your Students Should Belong to the Future Business Leaders of America." *Business Education Forum* 1: 6-7; March 1947.
- HALL, MAXINE. "Evaluating Techniques for a Business Club." *The National Business Education Quarterly* 15: 17-23; May 1947.
- MARLIN, EDWARD. "Planning the Activities Program for FBLA Chapters." *Business Education Forum* 8: 49-50; Oct. 1953.
- MOORE, WILLIAM L., and WHELAND, HOWARD E. *Record Keeping for Everyone*. Second edition. Cincinnati: South-Western Publishing Company, 1951. 218 p.
- PECK, GLADYS. "Future Business Leaders of America." *The National Business Education Quarterly* 21: 39-44; May 1953.
- PECK, GLADYS. "How the State FBLA Chapter Developed in Louisiana." *Business Education Forum* 8: 37-38; November 1953.
- WALTZ, LOREN E. "Let's Organize an FBLA Chapter." *Business Education Forum* 2: 25; February 1948.

The BEST of the OLD
with
The BEST of the NEW
NEW 6th EDITION

20TH CENTURY
TYPEWRITING

By Lessenberry, Crawford

*More pleasure to teach because it is based
on tried, tested, and proved techniques*

From the 13,000 schools using the previous edition came many suggestions for improvement. The new edition is already used in more than 5,000 schools. The most popular of the old features have been retained, but many new techniques have been added after being carefully tried out and successfully used under varied teaching conditions. You will find a better organization, clearer instructions, much fresh new material, and several delightfully new and effective teaching techniques.

20th Century again offers you the ultimate that you would want in a typewriting textbook. 20TH CENTURY TYPEWRITING takes the lead again in giving you new and better materials to help you do a more effective job in your classroom.

SOUTH-WESTERN PUBLISHING CO.

(Specialists in Business and Economic Education)

Cincinnati 2 Chicago 5 Dallas 2
New Rochelle, N. Y. San Francisco 3

3 ways to
better teaching

1 ||||| Correlated Dictation
and Transcription

Forkner, Osborne & O'Brien

2 ||||| Business English
in Action

Tressler & Lipman

3 ||||| Essentials of
Business Arithmetic, 3rd ed.

Kanzer & Schaaf

send to nearest office of:

**D. C. HEATH
AND COMPANY**

180 Varick St. 1815 Prairie Ave.
New York 14 Chicago 16
182 Second St. 50 Pryor St., N.E.
San Francisco 5 Atlanta 3
713 Browder St.
Dallas 1

D. C. Heath and Company, Dept. U.

I want to know more about these
books:

Correlated Dictation & Transcription

- ☐ Gregg Anniversary ed.
- ☐ Simplified Gregg ed.
- ☐ Pitman ed.
- ☐ Business English in Action
- ☐ Essentials of Business Arithmetic
- ☐ Other business books

Name

School or College

Address

City and Zone

State



The United Business Education Association

deserves the active support of all business teachers in its program to

Promote better business education

FEATURED IN *Business Education* (UBEA) *Forum*

- Oct. Shorthand
- Nov. Typewriting
- Dec. Bookkeeping
- Jan. Teaching Aids
- Feb. General Clerical and Machines
- Mar. Basic Business
- Apr. Distributive Occupations
- May Cooperation with Business



FEATURED IN *The National Business Education Quarterly*

- Oct. General Issue
- Dec. Business Teacher Education
- Mar. Research in Business Education
- May Problems in the Administration of Business Education

UBEA is a democratic organization. The policies of the association are made by a Representative Assembly composed of delegates from the affiliated associations. Any member of UBEA may attend the annual meeting of the assembly, but only delegates have voting privileges. Fifty state, area, and regional associations of business teachers are affiliated with UBEA.

UBEA's Executive Board (National Council for Business Education) is elected by mail ballot. Three board members represent each of the five districts. This group acts for the Representative Assembly in executing policies of the association.

UBEA has four divisions—Research Foundation; Administrators Division; National Association of Business Teacher-Training Institutions; and the U. S. Chapter, International Society for Business Education. The Divisions elect their own officers, hold conventions, and work on problems in their respective areas of interest. Members of the Divisions are also known as professional members of UBEA.

UBEA sponsors more than 800 local chapters of the Future Business Leaders of America, the national youth organization for students in colleges and secondary schools enrolled in business subjects.

UBEA owns and publishes the *Business Education (UBEA) Forum* and *The National Business Education Quarterly*. The twenty-four *Forum* and *Quarterly* editors, each a specialist in his field, provide the readers with down-to-earth teaching materials.

UBEA cooperates with other professional associations, organizations of businessmen, and Federal agencies in projects which contribute to better business education.

UBEA provides a testing program in business subjects—Students Typewriting Tests, and the National Business Entrance Tests which is published and administered by the UBEA-NOMA Joint Committee.

BE PROFESSIONAL

Join now the more than 6000 business teachers who are making our profession strong on a national basis. **Boost United! Be United!** It is your national specialized professional organization.

MEMBERSHIP RATES

Regular—Including full active privileges in the association and a year's subscription to the *Business Education (UBEA) Forum* and special membership releases **\$3.00**

(Add 50c to above for Southern and Mtn. Plains Regions)

Professional—Including full active privileges in UBEA and the four UBEA Professional Divisions: Research Foundation, Administrators Division, National Association of Business Teacher-Training Institutions (individual), and U. S. Chapter of International Society for Business Education; also a year's subscription to *Business Education (UBEA) Forum*, *The National Business Education Quarterly*, bulletins, and special membership releases **\$6.00**

(Add 50c to above for Southern and Mtn. Plains Regions)

Life—same as Regular on a continuous basis..... **\$50.00**

UNITED BUSINESS EDUCATION ASSOCIATION
A Department of the National Education Association

1201 Sixteenth Street, Washington 6, D. C.

